



PURWELL PRIMARY SCHOOL



CURRICULUM SKILLS PROGRESSION INTENTIONS FOR THE FOUNDATION SUBJECTS EYFS - YEAR 6



WE DO OUR BEST ALL THE TIME

CONTENTS

Science

Geography

History

Design Technology

Art and Design

Physical Education

Religious Education

Computing

Music

Modern Foreign Languages

PSHE

SCIENCE SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: SCIENCE

Intent:

Science in our school is a methodology; a practical way of finding reliable answers to questions we may ask about the world around us. It is about developing children’s ideas and ways of working to enable them to make sense of the world in which they live through investigation. We encourage children to be curious and ask scientific questions beginning to appreciate the way science will affect their future on a personal, national and global level. We enable children to plan and carry out scientific investigations, using equipment correctly and to evaluate evidence, presenting their conclusions clearly and accurately.

EYFS

KEY STAGE 1

LOWER KEY STAGE 2

UPPER KEY STAGE 2

WORKING SCIENTIFICALLY SKILLS

Pupil will be encouraged to develop scientific processes and skills through exploration and discovery within the environment.

- Being curious and starting to ask questions
- Performing simple tests and using equipment
- Using senses to observe and look closely
- Looking closely at all things and noticing changes
- Making simple records of what they notice or how things change
- Talking about what they have done and noticed
- Sorting and matching things

Pupils will be taught to use the following practical scientific methods, processes and skills:

- **WS1** asking simple questions and recognising that they can be answered in different ways
- **WS2** observing closely, using simple equipment and measurement
- **WS3** performing simple tests
- **WS4** identifying and classifying
- **WS5** using their observations and ideas to suggest answers to questions
- **WS6** gathering, recording and communicating data and findings to help in answering questions.
- **WS7** use scientific language and read and spell age-appropriate scientific vocabulary
- **WS8** begin to notice patterns and relationships

Pupils will be taught to use the following practical scientific methods, processes and skills:

- **WS1** making decisions, asking relevant questions and using different types of scientific enquiries to answer them
- **WS2** setting up simple practical enquiries, comparative and fair tests
- **WS3** making systematic and careful observations using notes and simple tables
- **WS4** taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **WS5** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **WS6** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **WS7** reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions
- **WS8** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **WS9** identifying differences, patterns, similarities or changes related to simple scientific ideas and processes
- **WS10** using straightforward scientific evidence to answer questions or to support their findings.
- **WS11** begin to look for naturally occurring patterns and relationships
- **WS12** recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Pupils will be taught to use the following practical scientific methods, processes and skills:

- **WS1** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **WS2** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **WS3** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **WS4** using test results to make predictions to set up further comparative and fair tests
- **WS5** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- **WS6** identifying scientific evidence that has been used to support or refute ideas or arguments.
- **WS7** explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.
- **WS8** recognise that scientific ideas change and develop over time.
- **WS9** draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.
- **WS10** Pupils should read, spell and pronounce scientific vocabulary correctly.



Progression of Skills: SCIENCE

EYFS

YEAR 1

YEAR 2

YEAR 3

PLANTS

ELG – look at familiar plants/flowers and talk about what they can see.

- Explore a range of familiar flowers/plants in the school environment
- Go for a walk and see how many plants/flowers they can identify from pictures
- Draw/paint pictures of them and stick on simple labels/write them
- Talk about parts of a flower – petals, stem, leaves
- Sort plants by their smell – simple investigation to identify the best smelling flower
- Grow quick growing plants, like cress egg heads so they can observe the changes that occur

P1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

- To know what a plant is. (WS7)
- To identify and describe garden plants. (WS4)
- To identify and describe wild plants. (WS4)
- To know the difference between deciduous and evergreen trees. (WS4)

P2 Identify and describe the basic structure of a variety of common flowering plants, including trees.

- To label the parts of a plant. (root, stem/trunk, leaves, flowers/blossoms, branches) (WS7)

P2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

- To investigate how water affects the growth of a plant. (WS1, WS2, WS3)
- To investigate how light affects the growth of a plant. (WS1, WS2, WS3)
- To investigate how temperature affects the growth of a plant. (WS1, WS2, WS3)
- To explain what a plant needs to grow and stay healthy. (WS5, WS6, WS7, WS8)

P1 Observe and describe how seeds and bulbs grow into mature plants.

- To understand that different seeds grow into different plants and to describe them. (WS4)
- To observe changes over time. (Plant seeds/bulbs) (WS2, WS3, WS5, WS6)
- To understand the life cycle of a plant. (WS7)

P2 Explore the requirements of plants for life and growth (air, water, light, nutrients from soil, and room to grow) and how they vary from plant to plant.

- To recall the requirements of plants for life and growth.
- To know that plants need nutrients from the soil and space, to grow well. (WS12)
- To investigate whether all plants need the same requirements. (WS1, WS2, WS3, WS6, WS7)

P1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

- To identify and describe the functions of roots. (WS12)
- To identify and describe the function of the stem/trunk. (WS12)

P5 know that plants make their own food.

- To identify and describe the functions of leaves. (WS12)

P3 Investigate the way in which water is transported within plants. (WS1, WS2, WS3, WS6, WS7)

P4 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

- To be able to name the different parts of flower and explain their role in pollination and fertilisation. (WS12)



Progression of Skills: SCIENCE

YEAR 2

YEAR 4

YEAR 5

YEAR 6

LIVING THINGS AND THEIR HABITATS

LH1 Explore and compare the differences between things that are living, dead and things that have never been alive.

- Compare and group things that are living, dead or never been alive. (WS4)

LH2 Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (globally)

- Match animals and plants to their habitats. (WS5)
- Explain how some animals are adapted to their habitats. (WS5)

LH3 Identify and name a variety of plants and animals in their habitats, including micro-habitats. (locally)

- Identify plants and animals in their habitats in the local area. (WS4)
- Investigate the preferred habitats of minibeasts in the local area. (WS2, WS6)

LH4 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

- Show different sources of food using a food chain. (WS7)
- Create and describe a food chain. (WS7)

LH1 Recognise that living things can be grouped in a variety of ways. (link back to year 1 – Animals Including Humans)

- Group animals according to whether they are fish, amphibians, reptiles, birds or mammals. (WS10)
- Identify whether an animal is a vertebrate or an invertebrate by observing their similarities and differences. (WS7, WS12)

LH2 Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

- Group and organise organisms in different ways. (WS3)
- Learn that a dichotomous key (a branching classification key in which each question has exactly two answers) can be used to identify organisms. (WS10)
- Use a dichotomous classification key to identify different types of invertebrate in the local environment. (WS10)
- Create a classification key for a group of organisms from the local environment. (WS1)

LH3 Recognise that environments can change and that this can sometimes pose dangers to living things.

- Investigate how a habitat changes throughout the year. (WS3, WS6, WS7)
- Explain the reasons for deforestation and its negative effects. (WS12)
- Describe environmental dangers to endangered species. (WS12)

LT1 Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Link back to year 2 Animals including humans)

- Describe the life cycles of different mammals. (WS7, WS10)
- Compare the life cycles of different amphibians and insects. (WS7, WS10)
- Compare the life cycles of different birds. (WS7, WS10)
- Compare the life cycles of mammals, amphibians, insects and birds. (WS7, WS10)

LT2 Describe the life process of reproduction in some plants and animals.

(link back to year 3 – plants)

- Describe how flowering plants reproduce. (WS6, WS10)
- Investigate whether a new plant will grow from cuttings. (WS1, WS2, WS3, WS5)
- Explain how animals reproduce sexually. (WS7)

LT3 Find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

- Explore Jane Goodall's work with chimpanzees. (WS6)

LTH1 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

- Make a dichotomous key and use it to classify organisms found in the local area. (WS9)
- Find out about and explain how Linnaeus developed a classification system. (WS6, WS8)
- Use taxonomy to explain how organisms are related to each other. (WS6, WS7, WS8)
- Identify the characteristics of different types of microorganisms.
- Explore helpful and harmful microorganisms. (WS1, WS2, WS3, WS5, WS9)

LTH2 Give reasons for classifying plants and animals based on specific characteristics.

- Identify familiar arthropods using a classification key. (WS9)
- Identify some common British trees using a classification key. (WS9)
- Create a field guide to the organisms found in the local habitat. (WS5, WS10)



Progression of Skills: SCIENCE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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ANIMALS INCLUDING HUMANS

ELG - Observe animals in real life contexts and talk about what they see.

- Children to bring pets to school for observing and discussing
- Possible animal workshop
- Trip to the farm

ELG - Find out about what animals need to help them grow.

- Outside visitor to come in to talk about animals – farmer/vet

ELG - Explore and discuss simple ways for humans to be healthy – healthy foods and exercise.

- Sort foods into healthy and unhealthy groups
- Mini exercise routines – daily to promote exercise and good health

AH1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

- Identify some mammals. (WS4)
- Place animals in the fish, amphibian, bird, reptile and mammal groups. (WS4)

AH2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

- Match animals to what they eat. (WS5, WS7)
- Identify carnivores, herbivores and omnivores. (WS4, WS8)

AH3 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

- Identify and sort animals by their body type. (WS4)
- Label the main parts of animals' bodies. (WS7)

AH4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Label the main parts of the human body. (WS7)
- Explain what part of the body is to do with which sense. (WS7)

AH1 Notice that animals, including humans, have offspring which grow into adults.

- Match the young of different animals to their adult form. (WS4)
- Sequence and describe the life cycle of different animals (frogs, chicken and butterfly. (WS5, WS7)
- Sequence the stages in a human life. (WS5, WS7)

AH2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

- Explain what humans need to survive. (WS7, WS8)
- Explain what animals need to survive. (WS7, WS8)

AH3 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Find out about the five main food groups and explain how they keep us healthy. (WS7)
- Investigate how exercise produces changes in the body. (WS1, WS2, WS3, WS5, WS6, WS7, WS8)
- Explain the importance of being clean when preparing and eating food. (WS5, WS7)

AH1 Identify that animals, including humans, need the right types and amount of nutrition.

- Explain how many portions of food from different food groups we should eat in a day. (WS7, WS10, WS12)

AH2 Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.

- Match animals to the food they eat (yr1 link – carnivores, herbivores and omnivores) (WS1, WS3, WS10)
- Create a food chain and explain what it shows. (WS1, WS12)
- Create a complex food web containing 7 organisms. (WS1, WS11)

AH3 Identify that humans and some animals have skeletons and muscles for support, protection and movement.

- Explain the functions of the human skeleton and identify its main bones. (WS10, WS7)
- Explain how muscles work. (WS10, WS7)
- Match animals to their endoskeletons. (WS3)
- Label animal skeletons and discuss similarities and differences. (WS11, WS12)
- Identify which type of skeleton an animal has. (WS1, WS10, WS12)

AH1 Describe the simple functions of the basic parts of the digestive system in humans.

- Identify and locate the main organs of the human digestive system. (WS1, WS10)
- Explain how the human digestive system works. (WS3, WS7, WS10)

AH2 Identify the different types of teeth in humans and their simple functions.

- Identify the different types of human teeth and explain their functions. (WS1, WS10, WS12)
- Explain the structure of a tooth. (WS10, WS12)
- Investigate what causes tooth decay. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9)
- Explain how we can look after our teeth. (WS7)

AH3 Construct and interpret a variety of food chains, identifying producers, predators and prey.

- Create a food chain and explain what it shows. (Develop from yr3) (WS1, WS12)
- Create a food web containing 8 organisms and explain what it shows. (Develop from Yr3) (WS1, WS11)

AIH1 Describe the changes as humans develop to old age.

- Explain how a human foetus develops. (WS5)
- Discuss when a child should be able to perform different activities. (WS7)
- Create a timeline showing the development of a child. (WS6, WS10)
- Describe the changes involved with puberty. (WS10)
- Describe the differences between the bodies of men and women. (WS10)
- Explain some of the difficulties involved with old age and how they can be treated. (WS7, WS10)
- Create a timeline of a human life. (WS5, WS10)

AIH1 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

- Identify the main parts of the human circulatory system and explain their functions. (WS6, WS10)
- Describe the functions of blood and blood vessels. (WS6, WS10)
- Explain how the human heart works. (WS6, WS10)

AIH3 Describe the ways in which nutrients and water are transported within animals, including humans. (WS6, WS7)

AIH2 Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.

- Investigate the effect of exercise on heart rate. (WS1, WS2, WS3, WS4, WS5, WS6, WS9, WS10)
- Describe the effects of smoking. (WS1, WS5, WS7, WS8)
- Explain how diet and exercise affect body weight. (WS6, WS5, WS10)
- Research the preferred forms of exercise in our class. (WS1, WS3, WS5, WS9, WS10)



PURWELL PRIMARY SCHOOL
WE DO OUR BEST ALL THE TIME

Progression of Skills: SCIENCE

YEAR 5	YEAR 4	YEAR 3	YEAR 2	YEAR 1	EYFS
MATERIALS					
Properties and Changes of Materials		States of Matter		Rocks	
Uses of everyday materials		Everyday Materials		Understanding of the World	
<p>PM1 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> Investigate and group materials based on their properties. (WS1, WS3, WS5, WS10) Investigate thermal conductors and insulators. (WS1, WS2, WS3, WS5, WS10) Investigate the best electrical conductors. (WS1, WS2, WS3, WS5, WS9, WS10) <p>PM2 Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <ul style="list-style-type: none"> Investigate which materials are soluble in water. (WS1, WS2, WS3, WS5, WS7, WS9, WS10) Explain how to recover a substance from a solution. (WS1, WS2, WS3, WS5, WS9, WS7) <p>PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <ul style="list-style-type: none"> Suggest ways in which different mixtures can be separated. (WS1, WS5, WS7) <p>PM4 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> Investigate and explain why materials are used for different purposes. (yr2 link) (WS1, WS3, WS5, WS6, WS7, WS9) <p>PM5 Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <ul style="list-style-type: none"> Identify if a change is easily reversible and how to reverse it. (WS1, WS5, WS9, WS10) <p>PM6 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <ul style="list-style-type: none"> Explain the advantages of new materials and how they are created. (WS5, WS6, WS7, WS10) 	<p>SM1 Explore a variety of everyday materials and develop simple descriptions of the states of matter. (WS7 WS10, WS12)</p> <p>SM2 Compare and group materials together, according to whether they are solids, liquids or gases.</p> <ul style="list-style-type: none"> Group substances according to whether they are solid, liquids or gases. (WS1, WS2, WS3) <p>SM3 Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> Research the melting and boiling points of different materials. (WS1, WS2, WS3, WS4) Investigate the melting point of different materials. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS11) Explain how materials change state. (WS10, WS12) <p>SM4 Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <ul style="list-style-type: none"> Explain the water cycle. (WS12) Make a solar still and explain how it works. (WS1, WS2, WS3, WS8) Investigate how temperature affects evaporation rates. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS11) 	<p>R1 Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties.</p> <ul style="list-style-type: none"> Compare different types of rocks – natural and man-made. (WS1, WS2, WS3, WS6, WS7) Investigate the physical properties of rocks – hardness. (WS1, WS2, WS3, WS5, WS6, WS7, WS8) Investigate the physical properties of rocks – permeability. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8) Group rocks according to their properties. (WS1, WS11) <p>R2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <ul style="list-style-type: none"> Describe fossils and guess how they were formed. (WS1, WS3) Explain how fossils are formed. (WS12, WS10, WS7) <p>R3 Recognise that soils are made from rocks and organic matter.</p> <ul style="list-style-type: none"> Explain how soil is formed. (WS7) Investigate the permeability of different soils. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8) Know where different soils should be used for a particular purpose. (WS10, WS12) 	<p>EM1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> Identify the materials that different objects are made from and group objects accordingly. (WS1, WS4, WS6, WS7) Investigate the properties of different materials. (magnetic, squashed, stretched) (WS1, WS2, WS3, WS4, WS5, WS6, WS7) Explain how materials are useful in different situations. (WS5, WS7) Suggest suitable materials for new situations. (WS1, WS5, WS7, WS8) Explain how inventors have made new materials. (John Dunlop, John McAdam, and Charles Macintosh) (WS1) <p>EM2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <ul style="list-style-type: none"> Investigate how the shape of solid objects can be changed. (WS1, WS2, WS3, WS4, WS5, WS6, WS7) Explain the process of recycling. (WS7) 	<p>EM1 Distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> Tell the difference between an object and a material. (WS4, WS7) <p>EM2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <ul style="list-style-type: none"> Name some everyday materials. (WS7) Identify the materials that some objects are made from. (WS1, WS4, WS6, WS7) <p>EM3 Describe the simple physical properties of a variety of everyday materials.</p> <ul style="list-style-type: none"> Explain some properties of objects and materials. (bendy/not bendy, hard/soft, transparent/opaque. (WS1, WS7) Investigate whether an object floats or sinks. (WS1, WS2, WS3, WS4, WS5, WS6, WS8) <p>EM4 Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <ul style="list-style-type: none"> Group objects and materials by their properties. (WS1, WS2, WS4) 	<p>ELG - Name and sort everyday objects by the material from which they are made – wood, metal, plastic.</p> <ul style="list-style-type: none"> Explore table with sorting baskets and labels to write – change items daily <p>ELG - Name familiar materials – wood, glass, paper, plastic, metal.</p> <ul style="list-style-type: none"> Small group exploration and discussion Feely bag activity Go for a walk and identify different materials around the school/grounds <p>ELG - Recognise similarities and differences between a variety of everyday materials.</p> <ul style="list-style-type: none"> Discussion opportunities to talk about materials.



Progression of Skills: SCIENCE

YEAR 3

YEAR 6

LIGHT

L1 Recognise that they need light in order to see things and that dark is the absence of light.

- Identify light sources. (WS1, WS7)
- Identify light sources in our school. (WS1, WS7)

L2 Notice that light is reflected from surfaces.

- Identify whether an object is a light source or a reflector. (WS1, WS2, WS3, WS6, WS7, WS8)
- Use a mirror to reflect light and explain how mirrors work. (WS1, WS3, WS7, WS10)

L3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

- Explain how the Sun can be dangerous and ways we can protect ourselves. (WS10, WS12)

L4 Recognise that shadows are formed when the light from a light source is blocked by a solid object.

- Explain how shadows are formed. (WS7)
- Group objects according to whether they are transparent, translucent, or opaque. (WS1, WS2, WS3, WS5, WS6, WS7)

L5 Find patterns in the way that the size of shadows changes.

- Investigate how moving a light source changes the size of an object's shadow. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS11)
- Make a sundial and explain how it works. (WS2, WS3, WS7)

L1 Recognise that light appears to travel in straight lines.

L5 Work scientifically by deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.

- Investigate how refraction changes the direction in which light travels. (WS1, WS5, WS6, WS7, WS10)
- Make a periscope and explain how it works. (WS9)
- Calculate the best position for a rear-view mirror. (WS1, WS4, WS5, WS7)

L2 Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

- Label the main parts of the human eye and explain their functions. (WS10)
- Understand how mirrors reflect light, and how they can help us see objects. (WS6)
- Use knowledge of reflection to place mirrors to make light follow a path. (WS7)

L3 Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

- Explain how we see light sources and non-light sources. (WS6, WS7)
- Explain how white light is made up of a spectrum of different colours. (WS6, WS7)
- Investigate how light enables us to see colours. (WS1, WS5, WS6, WS7, WS9)
- Investigate how a prism changes a ray of light. (WS1, WS5, WS6, WS7, WS9)

L4 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

- Explain how the shape and size of a shadow are determined. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)
- Explain how moving an object changes the size of its shadow. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)

L6 Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur). (WS7)



Progression of Skills: SCIENCE

YEAR 4

YEAR 6

ELECTRICITY

E1 Identify common appliances that run on electricity.

- Identify machines which need electricity to work. (WS1, WS2, WS7, WS12)

E2 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

- Identify electrical components and their symbols. (WS1, WS12)
- Create a simple electrical circuit. (WS2)
- Draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols). (WS6)

E3 Know about precautions for working safely with electricity.

- Identify situations when electricity can be dangerous. (WS12)

E4 Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

- Predict whether a circuit will work and suggest ways it can be fixed. (WS1, WS2, WS3)

E5 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

- Explain how an electrical switch works. (WS1, WS2, WS3, WS6, WS7)

E6 recognise some common conductors and insulators, and associate metals with being good conductors.

- Investigate which objects are conductors and which are insulators. (WS1, WS2, WS3, WS5, WS6, WS7, WS8)

E3 Use recognised symbols when representing a simple circuit in a diagram.

- Describe the function of electrical components and match them to their symbols. (WS10)
- Use symbols to create circuit diagrams to represent electrical circuits. (WS1, WS3)
- Predict whether an electrical circuit will function and suggest ways of improving it. (WS4, WS5, WS6)

E1 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

- Investigate the effect of changing the number and voltage of cells in an electrical circuit. (buzzers) (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)
- Investigate the effect of changing the number of bulbs and the voltage of cells in an electrical circuit. (bulbs) (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)

E2 Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Using their knowledge of the electrical components, build these items and explore the effect of each function, when the variables are changed e.g. voltage, number of switches, number of bulbs to be lit up, buzzers etc. (WS1, WS3, WS4, WS5, WS7, WS9, WS10)

- Create a wire loop game and explain how it works.
- Create an electrical burglar alarm and explain how it works.
- Create a set of electrical traffic lights and explain how they function.



Progression of Skills: SCIENCE

YEAR 3

YEAR 5

FORCES AND MAGNETS

FM1 Compare how things move on different surfaces.

- Explore how magnets can make things move on different surfaces. (WS3)

FM2 Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

- I can investigate how magnetic forces act through different materials. (WS1, WS2, WS3, WS5, WS6, WS7)
- I can investigate how magnetic forces act at a distance. (WS1, WS2, WS3, WS4, WS5, WS6, WS7)

FM4 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

- Investigate which magnet is the most powerful. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8)
- Investigate which materials are magnetic. (WS1, WS2, WS3, WS5, WS6, WS7)

FM3 Observe how magnets attract or repel each other and attract some materials and not others.

FM6 Predict whether two magnets will attract or repel each other, depending on which poles are facing.

- Investigate how magnets interact with one another (WS1, WS2, WS3)

FM5 Describe magnets as having two poles

- Explore magnetic poles. (WS10)

F1 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

- Explain why objects fall to Earth. (WS6, WS8)

F4 Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

F2 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

- Investigate the effects of air resistance. (WS1, WS2, WS3, WS4, WS5, WS7, WS9, WS10)
- Identify when objects are experiencing high or low water resistance. (WS1, WS2, WS3, WS4, WS5, WS7, WS9, WS10)
- Investigate the effects of friction on different materials. (WS1, WS2, WS3, WS4, WS5, WS7, WS9, WS10)

F3 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

- Explain how a lever works. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)
- Explain how a pulley works. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)
- Explain how a gear train works. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS9, WS10)



Progression of Skills: SCIENCE

YEAR 1	YEAR 4	YEAR 5	YEAR 6
SEASONAL CHANGES	SOUND	EARTH AND SPACE	EVOLUTION AND INHERITANCE
<p>SC1 Observe changes across the four seasons.</p> <ul style="list-style-type: none"> Place the months and seasons in order. (WS7) Match some events to their seasons. (WS4, WS8) Explain why we need to wear different clothes in different seasons. (WS5, WS8) Describe plants in different seasons. (WS2, WS7, WS8) <p>SC2 Observe and describe weather associated with the seasons and how day length varies.</p> <ul style="list-style-type: none"> Describe different types of weather. (WS5, WS7, WS8) Explain what the weather is like in different seasons. (WS7) Create a pictogram of the number of hours of daylight in different seasons. (WS1, WS2, WS6) Explain how much daylight we get in different seasons. (WS5, WS7, WS8) 	<p>S1 Identify how sounds are made, associating some of them with something vibrating.</p> <ul style="list-style-type: none"> Explain how sounds are made and how we hear things. (WS10, WS12) <p>S2 Recognise that vibrations from sounds travel through a medium to the ear.</p> <ul style="list-style-type: none"> Investigate how well sound travels through different materials. (WS2, WS3, WS4, WS5, WS6, WS7, WS8) <p>S3 Find patterns between the pitch of a sound and features of the object that produced it.</p> <ul style="list-style-type: none"> Place different sounds in order of pitch. (WS3) Make a tuned string instrument. <p>S4 Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <ul style="list-style-type: none"> Place sounds in order of pitch and volume. (WS3) Investigate how to affect the volume of a percussion instrument. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9) <p>S5 Recognise that sounds get fainter as the distance from the sound source increases.</p> <ul style="list-style-type: none"> Investigate how distance affects how well we can hear a sound. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9) Investigate the relationship between distance and volume. (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8, WS9) 	<p>ES1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <ul style="list-style-type: none"> Research and compare the different planets in the solar system. (WS7) Order the planets in our solar system. (WS10) Explain how the Earth and the other planets in the solar system move. (WS6, WS8) <p>ES3 Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <ul style="list-style-type: none"> Explain why we know the Sun, Earth and Moon are spherical. (WS6, WS8) Explain how the solar system was formed. (WS6, WS7, WS8) Compare the sizes of the planets in the solar system. (WS9) <p>ES2 Describe the movement of the Moon relative to the Earth.</p> <ul style="list-style-type: none"> Explain how the Moon moves. (WS7) Explain how the Moon's appearance appears to change when viewed from Earth. (WS7, WS10) <p>ES4 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <ul style="list-style-type: none"> Explain how day and night are caused. (WS10) Investigate night and day in different parts of the Earth. (WS10) Make a sundial and explain how it works. (WS7) 	<p>E11 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> Explain how Mary Anning contributed to our understanding of fossils. (WS6, WS8) Explain what the fossil record tells us about the past. (WS6) Understand how human beings have evolved. (WS6) <p>E12 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> Explain how Darwin developed the theory of natural selection. (WS6) Explain the process of evolution by natural selection. (WS7, WS10) Model the process of evolution by natural selection. (WS7) Identify features that individuals have inherited from their parents. (WS7) <p>E13 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <ul style="list-style-type: none"> Explain how some animals are adapted to their environment. (WS5, WS10) Explain how some plants are adapted to their environment. (WS5, WS10) Explain how adaptations can result in both advantages and disadvantages. (WS5, WS9, WS10)



Progression of Skills: SCIENCE

EYFS
AUTUMN 2 AND SUMMER 1

YEAR 1
SUMMER 1

YEAR 2
AUTUMN 2

WORKING SCIENTIFICALLY OUTDOORS EYFS AND KS1

Colours and shapes:

Autumn

- Autumn treasure matchbox challenge
- Homemade kites
- Balance stones
- PVC Pipe house building
- Rockets
- Collect and sort leaves

Summer

- Blow giant bubbles
- Potion lab
- Sun print pictures
- Pavement water painting – evaporation
- Ramp races
- Sun catchers

Fun in the Sun

- Build a bird hide / bird spotting
- Watch worms work
- Seasonal scavenger hunt
- Make butterfly feeders
- Shadow discovery
- Bug hunting –pooters, nets and magnifiers
- Sun catchers with Reception

Materials and nature:

- Autumn treasure matchbox challenge with Reception
- Ribbon windsocks
- Rustle up a bird feast
- How can we melt ice quickly?
- Make floating boats from natural materials
- Den building
- Musical band

POSSIBLE STEM EXPLORERS – THEMES

All Year Groups

- Structures
- Space
- Water
- Electricity
- Movement
- Weather
- Solids, Liquids and Gases
- Forces
- Everyday Materials
- Textures
- Games
- Colour and Shape
- Light and Sound
- Hot and Cold

GEOGRAPHY SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: GEOGRAPHY

Intent:

Geography in our school inspires curiosity and fascination about the world and its people. We aim to equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and the formation and use of landscapes and environments that change over time. Learning is supported by real life experiences and creative and active opportunities to broaden knowledge, understanding and skills in geographical studies.

Geography should be taught in 6 week blocks each term. This equates to a minimum of 18 hours across the school year. Each year group has three main topics to follow except year 6 who have two.

EYFS

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p>About similarities and differences in relation to places.</p> <ul style="list-style-type: none"> Look at simple maps of familiar environments and identify significant features represented as symbols – pond, roads, tree, house, sea, land, post box etc. Compare two different places they are familiar with by talking to people, examining photographs and simple maps and visiting local places. Introduction to viewpoint -birds eye view is used to draw maps. <p>About similarities and differences between themselves and others, and among families, communities and traditions.</p> <ul style="list-style-type: none"> How they are similar and different to each other. People around the world can be like each other and they can be different to each other. Places around the world can be like each other and they can be different from each other. About places they visit for holidays with their families. 	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world Compare the school environment to their home environment Identify natural places and built (man-made) places Use a simple map with symbols to identify features in their environment Talk about features they like and dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat' and 'church', to help children make distinctions in their observations Use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Talk about the changes they see in their local environment over time. Describe their relative position and the position of significant features in their environment – behind, next to in front of etc. Draw and create simple maps using real objects or marks to represent key features. Use a range of sources to explore places -maps, magnifiers, globes, photographs etc. 	<p>In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and map work through incidental opportunities within other subjects and via 'geography in the news'. Hands-on practical activities for children to explore and engage with within their learning environment. Outside visits within the local area.</p>



Progression of Skills: GEOGRAPHY

YEAR 1

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p><u>WEATHER AND SEASONS</u></p> <p>❖ Basic vocabulary and concepts about weather and the climate by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Order the months of the year and recognise the seasons. 2. Spot the differences between the seasons. 3. Find the clues to decide which season we are in. 4. Identify the types of clothing worn in different weather. 5. Identify the types of weather we have in the UK and record the daily weather in our area. 6. Explore how the weather affects different jobs. 	<p>Create a simple weather chart.</p> <p>Annotate a simple map of the UK with some of its key features.</p> <p>Work together to create a simple map of the local area.</p> <p>Look at simple maps and aerial views of the local area, discuss and ask questions about its main features and the way symbols have been used.</p> <p>Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.</p>	<p>In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and map work through incidental opportunities within other subjects and via 'geography in the news'.</p>
<p><u>UNITED KINGDOM</u></p> <p>❖ The main nations and features of the UK, including their locations and related key vocabulary by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Check my understanding of the United Kingdom and locate the four countries of the United Kingdom. 2. Identify the four capital cities and surrounding seas of the United Kingdom. 3. Explain the differences between human and physical features. 4. Describe the human and physical features of one of the UK's capital cities. 5. Share my understanding of the UK. 	<p>Make connections between their investigation of the local area and what they have learned about weather, climate and the UK.</p> <p>Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>	
<p><u>LOCAL AREA</u></p> <p>❖ The location and features of the local area by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Know the difference between rural and urban areas, including your own. 2. Use fieldwork to identify and record the main features of the school grounds. 3. Use fieldwork to identify and record the main features of the local area. 4. Using data collected during fieldwork, recount the journey through the local area. 5. Recognise some commonly used Ordnance Survey map symbols. 6. Create a map of our local area, showing the key features. 		



Progression of Skills: GEOGRAPHY

YEAR 2

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p><u>CONTINENTS AND OCEANS</u></p> <p>❖ The names and locations of the world’s continents and oceans, and some information about each of them by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Understand where I am in the world. 2. Locate on a map the seven continents. 3. Locate on a map the oceans that link the continents. 4. Describe where different continents are located. 5. Spot the physical and human features of a continent. 6. Share my understanding of a continent. 	<p>Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.</p> <p>Use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them.</p>	<p>In addition, children should have had the opportunity to develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.</p>
<p><u>HOT AND COLD PLACES</u></p> <p>❖ Where the world’s main hot and cold regions are, and some information about what they are like by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Identify hot and cold places and locate them on a map. 2. Recognise the features of a hot and a cold place. 3. Explore a hot or cold place. 4. Identify the animals that live in hot and cold places and recognise how they adapt. 5. Compare a pack list for a trip to a hot place with a list for a cold place. 6. Describe what I would see in a hot or cold place. 	<p>Use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area.</p> <p>Make use of the four main compass points when describing the location of these key locations and regions.</p>	
<p><u>ZAMBIA – MUGUMARENO VILLAGE (Longer Unit)</u></p> <p>❖ The location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent by meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Locate Zambia. Find out about Zambia’s key physical and human features. 2. Locate the village of Mugumareno. Write a list of questions to answer about Mugumareno Village. 3. Find out about how people use the river in Mugumareno. Compare how people use the river in Mugumareno with the different ways that people use a river near you. 4. Find out about animals that people choose to live with in Mugumareno and others they don’t. Learn how people protect themselves and their homes from wild animals. 5. Find out about food eaten in Mugumareno and how it is prepared. Compare food in Mugumareno to the food we eat. 6. Find out about materials used to build houses in Mugumareno. Discover the similarities and differences between our homes and homes in Mugumareno. 7. Compare the lives of children in Mugumareno with our own – chores and free time. 8. Compare school life in Mugumareno and where we live. 9. Compare shopping and recycling habits in Mugumareno and where we live. 	<p>Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK.</p>	



Progression of Skills: GEOGRAPHY

YEAR 3

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p>CLIMATE ZONES</p> <ul style="list-style-type: none"> ❖ Where the world's main climate zones are (building on their prior understanding of hot and cold regions). ❖ How their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Identify the different lines of latitude and explain how latitude is linked to climate. 2. Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. 3. Compare temperate and tropical climates. 4. Explore weather patterns within a climate zone. 5. Write a weather forecast for a typical day in your choice of climate zone. Compare the climates of Seville and Santiago. 6. Identify the characteristics of each climate zone. 	<p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil.</p> <p>Use globes, atlases and maps to identify the main human and physical features of North and South America</p> <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied.</p> <p>Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	<p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.</p>
<p>NORTH AMERICA</p> <ul style="list-style-type: none"> ❖ The location and main human and physical features of North and South America by meeting the following learning intentions: <ol style="list-style-type: none"> 1. Locate North America on a world map, including through using latitude and longitude. 2. Children locate the United States of America and explain its name. 3. To understand the human and physical geography of the Rockies. 4. To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area. 5. To investigate and evaluate the key features of a US state. 6. To compare and contrast New York with the children's home area. 		
<p>RIO AND SOUTH-EAST BRAZIL</p> <ul style="list-style-type: none"> ❖ The location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied. ❖ About processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Locate South America on a world map and identify some of its key features. 2. Locate South American countries and capitals, in order to compare the time difference between them and the UK. 3. Compare key facts about Brazil with facts about your country. 4. Use photographs and information texts to imagine daily life in Rio de Janeiro. 5. Investigate trade links with south east Brazil. 6. Identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games. 		



Progression of Skills: GEOGRAPHY

YEAR 4

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p>RIVERS</p> <ul style="list-style-type: none"> ❖ The key elements and features of a river. ❖ The key elements of the water cycle. ❖ The names of – and key information on – the world’s main rivers. ❖ Basic ideas about flood management. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Describe the water cycle, explain what a river is and locate the world’s longest rivers on a map. 2. Describe how rivers are used around the world. 3. Identify the stages and features of a river, and the way that land use changes from the source to the mouth. 4. Recognise and explain how human activity affects rivers. 5. Recognise and explain how flooding affects communities. 6. Identify the key characteristics of one of the world’s longest rivers. 	<p>Interpret and explain key information on rivers.</p> <p>Evaluate a range of possible flood prevention measures.</p> <p>Use globes, atlases and maps to locate the world’s principal rivers, rainforests (and other biomes), including the Amazon.</p> <p>Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</p> <p>Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</p>	<p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.</p>
<p>RAINFORESTS</p> <ul style="list-style-type: none"> ❖ The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo) by meeting the following learning intentions: <ol style="list-style-type: none"> 1. Recognise what a rainforest is and locate the world’s rainforests on a map. 2. Recognise the different layers of life in a rainforest. 3. Recognise the features that make up a rainforest. 4. Describe the key characteristics of the Congo. 5. Describe and explain the impact of the deforestation of the rainforests. 6. Explain the importance of the Amazon Rainforest. 		
<p>SOUTH AMERICA – THE AMAZON BASIN</p> <ul style="list-style-type: none"> ❖ The location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil. ❖ How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon. ❖ How some human beings have adapted to life in the rainforest and the Amazon. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Locate the Amazon on a map and consider the significance of its location. 2. Describe the importance of the Amazon Basin and Rainforest. 3. Understand some of the threats to the Amazon and why they matter. 4. Understand some of the main human and physical features of Manaus. 5. Compare the Amazon Basin with South-East Brazil and the children’s home area. 6. Share children’s knowledge and understanding of the Amazon Basin. 		



Progression of Skills: GEOGRAPHY

YEAR 5

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p><u>MOUNTAINS</u></p> <ul style="list-style-type: none"> ❖ The names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes. ❖ The main features and types of mountains. ❖ How some people have adapted to life in mountainous areas. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Describe what a mountain is and locate the world’s ‘Seven Summits’ on a map. 2. Describe the key features of mountains and how they are formed. 3. Describe the climate of mountains and explore mountain life. 4. Explore and locate the UK’s highest mountains. 5. Recognise the importance of the Himalayas for people living in the region. 6. Share your knowledge about a world-famous mountain or mountainous region. 	<p>Interpret a range of maps and aerial views of Scandinavia and the European region.</p> <p>Use globes and atlases to identify the location of Europe and Scandinavia.</p> <p>Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, Europe and Scandinavia.</p> <p>Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints.</p>	<p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via ‘geography in the news’ and/or through dedicated fieldwork days.</p>
<p><u>EUROPEAN REGION – EXPLORING SCANDINAVIA (PLANBEE PLANS)</u></p> <ul style="list-style-type: none"> ❖ The location and principal features of the region around Scandinavia, when seen at a range of scales, from the global to the immediately local. ❖ Ways in which the location and distinctive features of Scandinavia (including everyday life) compare and contrast with those of other places studied. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Locate Scandinavia’s countries and major cities on a world map. 2. Explore the climate and weather of Scandinavia. 3. Explore the physical features of Scandinavia. 4. Explore some aspects of the human geography of Scandinavia. 5. Compare and contrast an area in the UK with an area in Scandinavia. 6. Plan a tourist visit to a Scandinavian destination. 		
<p><u>VOLCANOES AND EARTHQUAKES (LONGER UNIT)</u></p> <ul style="list-style-type: none"> ❖ The main features and causes of volcanoes and earthquakes. ❖ How people can respond to a natural disaster, such as an earthquake. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Find out about the structure of the Earth and label a diagram. 2. Describe what happens at the boundaries between the Earth’s plates. 3. Describe and explain the key features of a volcano. 4. Locate where famous earthquakes have occurred and write a report. 5. Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. 6. Identify the effects of earthquakes on land and people. 7. Identify the help people need after an earthquake. 8. Identify how to prepare for an earthquake. 9. Report on the effects of a volcanic eruption. 10. Evaluate the advantages and disadvantages of living near a volcano. 		



Progression of Skills: GEOGRAPHY

YEAR 6

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
<p>UNITED KINGDOM (AUT/SPR)</p> <ul style="list-style-type: none"> ❖ The location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local. ❖ Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Compare and contrast the different countries of the UK. 2. Identify where I live in the UK and locate the UK's major cities. 3. Identify physical characteristics of the UK. 4. Understand how people have affected the United Kingdom's landscape. 5. Describe and explain the sorts of industries in which people in the UK work. 6. Understand the different types of energy sources used in the UK. 7. Evaluate the advantages and disadvantages of wind energy. 	<p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</p> <p>Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change.</p> <p>Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p> <p>Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</p>	<p>In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and map work), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and/or through additional dedicated fieldwork days that include a degree of independent investigation.</p>
<p>LOCAL AREA AND REGION – UPPER KEY STAGE 2</p> <ul style="list-style-type: none"> ❖ Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region. ❖ Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied. <p>By meeting the following learning intentions:</p> <ol style="list-style-type: none"> 1. Locate the region and local area in relation to other places. Use an aerial image to describe the key physical and human features of the region and local area. Understand local, regional, national and international links to the local area. 2. Identify the principal features of a region within the UK. Locate key sites on a regional map. Use scale on a map to measure approximate distances. Use distance and compass points to identify the approximate location of a place. 3. Consider how a region can meet the needs of its population. Identify key human needs and Processes. 4. Gather evidence through urban fieldwork of how a region is meeting people's needs. 5. Annotate an Ordnance Survey map to accurately locate specific sites. Create symbols and a key for a simple land use map. Create accurate six-figure grid references for specific sites. 6. Communicate geographical information about the region, using maps and writing at length. 		

HISTORY SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: HISTORY

Intent:
History in our school stimulates the children’s interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so to develop the skills of enquiry, analysis, interpretation and problem-solving.

History should be taught in 6 week blocks each term. This equates to a minimum of 18 hours across the school year. Each year group has three main topics to follow except year 6 who have two.

EYFS

UNDERSTANDING THE WORLD (PEOPLE AND COMMUNITIES)

UNDERSTANDING THE WORLD (THE WORLD)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

KEY STAGE 1 YEAR 1

HISTORICAL ENQUIRY

HISTORICAL UNDERSTANDING

CHRONOLOGICAL UNDERSTANDING

KEY VOCABULARY

- Know that some objects were different in the past to how they are today.
- Describe old objects.
- Identify objects that are old and objects that are new.
- Compare old and new objects.
- Use simple texts to find out about people who lived a long time ago.
- Pose simple questions to find out about the past.
- Compare the lives and achievements of two famous historical figures.
-

- Know that the toys my parents and grandparents played with are different to the toys I play with today.
- Know that life was very different in the past to how it is today.
- Know that people knew less about the world in the past than we know today.
- Know that some people’s achievements and discoveries can change the world.
- Know that people fight battles to take control of a country.
- Know that castles were built as fortresses and can explain why this was necessary.
- Suggest some actions a new monarch would need to take to make sure his crown was safe.
- Explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.
- Explain how uses for castles have changed over time.

- Order decades chronologically.
- Distinguish between different periods in time using simple markers, such as inventions.
- Know when the Normans lived.
- Organise events into a simple timeline.

- Decade
- Explorer
- Exploration
- New World
- Medieval
- Rebellion
- Monarch
- Monarchy
- Normans



Progression of Skills: HISTORY

YEAR 2

HISTORICAL ENQUIRY

- Use simple texts to find out about people and events of the past.
- Use photographs of castles to find out about the past.
- Use simple texts and images to find out about the past.
- Use my knowledge of the past to guess how people at the time might have felt.
- Use a photograph to infer facts about a person and time period.
- Use quotes from historical figures to learn about people and events in the past.
- Use a range of photographs to infer information about the past.

HISTORICAL UNDERSTANDING

- Know that King James was king during the time of the gunpowder plot.
- Understand that people wanted different people to be monarchs because some were Catholic, and some were Protestant.
- Understand the reasons behind the gunpowder plot.
- Name some monarchs, including King James I and Elizabeth I.
- Explain why events in the past are still significant today.
- Know that rich women in Victorian times did not usually have jobs.
- Know that men and women had very different roles in Victorian times.
- Know that medical care was very different in Victorian times to today.
- Explain how hospitals were different in Victorian times to how they are today, using pictures to help me.
- Explain why Florence Nightingale is still remembered today.
- Explain why changes in society, particularly the steam train, made seaside holidays popular.
- Know that the lives of rich and poor people were very different in the past.
- Know that changes in society led to seaside holidays becoming very popular in Victorian times.

CHRONOLOGICAL UNDERSTANDING

- Order simple events chronologically.
- Know when the Victorian era was.
- Explain the life and achievements of Florence Nightingale in chronological order.
- Order photos from three different eras chronologically.
- Compare the features of seaside holidays 100 years ago, 50 years ago and today.

KEY VOCABULARY

- Parliament
- Victorians
- Chronological
- Century
- Steam train
- Tradition
- Bathing machine
- Promenade
- Modern
- Old-fashioned



Progression of Skills: HISTORY

LOWER KEY STAGE 2 YEAR 3

HISTORICAL ENQUIRY

- Explain how archaeologists use artefacts to learn about the past.
- Explain some of the methods archaeologists use to find out about the past.
- Explain why Star Carr is an important archaeological site.
- Use a variety of sources to answer questions about the past.
- Consider different points of view about a historical event.
- Study different accounts of a historical figure and suggest why they are different.
- Gather information from books, texts and pictures to find out about aspects of life in Roman Britain.
- Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.
- Make suggestions about what unfamiliar artefacts might have been used for.
- Explain the significance of the discovery of the Rosetta stone.
- Generate questions I want to find the answers to about life in ancient Egypt.
- Choose an area I wish to research and use a variety of sources to carry out my research.

HISTORICAL UNDERSTANDING

- Know what the term 'prehistory' means.
- Know that the Stone Age can be split into three different time periods.
- Describe the main features and developments of each of the eras of prehistory.
- Explain why and how the Romans invaded Britain.
- Know that Celts were living in Britain at the time of the Roman invasion.
- Describe what life was like in Celtic Britain.
- Describe the events surrounding Boudicca's revolt.
- Describe some of the technological advances that the Romans brought to Britain.
- Suggest how Britain might be different today if the Romans had never invaded.
- Describe the features of daily life in ancient Egypt.
- Explain the events surrounding the discovery of Tutankhamen's tomb.
- Describe ancient Egyptian beliefs in the afterlife.
- Explain the process of mummification.

CHRONOLOGICAL UNDERSTANDING

- Place the Stone Age, Bronze Age and Iron Age on a timeline.
- Know that prehistory spans millions of years.
- Suggest where the Romans would be on a timeline, drawing on my knowledge of the past.
- Place the Romans on a timeline.
- Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.
- Describe the difference between ancient and modern periods.
- Know when the ancient Egyptian civilisation was.
- Sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.

KEY VOCABULARY

- Prehistory
- Archaeologist
- Archaeology
- Palaeolithic
- Mesolithic
- Neolithic
- Invade
- Settle
- Roman Empire
- Emperor
- Revolt
- Civilisation
- Ancient
- Modern
- Ancient Egypt
- Before Common Era
- Common Era



Progression of Skills: HISTORY

YEAR 4

HISTORICAL ENQUIRY

- Make predictions about objects that might have been invented before, during and after early civilisations.
- Use different sources of information to confirm if my predictions were correct or not.
- Distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.
- Explain some of the ways archaeologists choose which sites to excavate.
- Know that there are questions about the past that have not yet been decisively answered by historians.
- Use artefacts to support my ideas about who was buried at Sutton Hoo.
- Find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.
- Read the story of Beowulf to find out about life in Anglo-Saxon Britain.
- Use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.
- Know that I need to think critically about a historical source in order to assess its reliability.
- Generate multiple questions to explore, choosing the ones I most want to investigate.
- Understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.
- Understand the importance of preserving historical documents and artefacts.
- Know that knowledge about the past is constantly improving as historians make more discoveries.
- Make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.

HISTORICAL UNDERSTANDING

- Know where in the world the earliest civilisations took place.
- Describe and compare some of the first writing systems.
- Explain how some writing systems developed through time.
- Translate sentences from the Phoenician alphabet.
- Explain where and when money was first used.
- Explain some early number systems and why they were developed.
- Describe some of the technological advances of early civilisations.
- Know who the Anglo-Saxons were and where in Europe they came from.
- Know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.
- Explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.
- Write my name using the Ogham alphabet.
- Explain how Christianity came to Britain.
- Explain how the Mayan ruins were discovered.
- Know that the Mayans were organised into city states that were controlled by absolute monarchs.
- Explain the roles and status of different types of people in Mayan society.
- Describe Mayan religious beliefs, including the need for blood sacrifices.
- Describe the Mayan number and writing systems, and the Mayan calendar.

CHRONOLOGICAL UNDERSTANDING

- Place the Anglo-Saxons on a timeline.
- Know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.
- Know when Christianity came to Britain.
- Know when the Mayan civilisation was.
- Organise key events from the Mayan civilisation on a timeline with their AD/BC dates.

KEY VOCABULARY

- Ancient Sumer
- Indus Valley
- Minoan
- Ancient Greece
- Ancient Egypt
- Shang Dynasty
- Phoenician
- Ancient Rome
- Sutton Hoo
- Anglo-Saxons
- Picts
- Scots
- Conquer
- Pagan
- Aztec
- Conquistador
- Colony
- Maya
- Constitutional monarchy
- Democracy
- City state
- Absolute monarchy



Progression of Skills: HISTORY

UPPER KEY STAGE 2 YEAR 5

PURWELL PRIMARY SCHOOL
WE DO OUR BEST ALL THE TIME

HISTORICAL ENQUIRY	HISTORICAL UNDERSTANDING	CHRONOLOGICAL UNDERSTANDING	KEY VOCABULARY
<ul style="list-style-type: none"> • Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. • Know that some historical sources are written thousands of years after the event and are thus unreliable. • Know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. • Compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. • Read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability • Infer information about daily life in ancient Greece by studying ancient Greek artefacts. • Identify the difference between primary and secondary sources of information. • Use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • Know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • Describe the reasons and events surrounding the Viking invasions. • Describe what the Danelaw was. • Know who King Alfred was and why he was dubbed 'the Great'. • Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • Explain in detail the events surrounding the Battle of Hastings in 1066. • Have an increasing understanding of the struggle for power and how this changed England. • Explain how England became a unified country. • Know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. • Know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. • Explain what oracle bones were used for and why they are a useful historical source. • Describe what aspects of daily life were like for ordinary people of the Shang Dynasty. • Describe the writing system of the Shang Dynasty and identify some of the pictographs. • Describe some features of each of the periods in the ancient Greek civilisation. • Know that ancient Greece was made up of independent city states. • Know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • Consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • Compare and contrast the city states of Athens and Sparta. • Name some of the major ancient Greek gods and explain each one's characteristics. • Know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • Name some famous ancient Greek philosophers and explain why they are remembered today. • Explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> • Describe what Britain was like before the arrival of the Vikings. • Use dates with increasing fluency to describe historical events and eras. • Identify the Shang Dynasty on a timeline of ancient China. • Know that the Shang Dynasty was in power during the Bronze Age of Britain. • Arrange key civilisations in world history chronologically. • Name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw • Dynasty • Shang Dynasty • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians



Progression of Skills: HISTORY

YEAR 6

HISTORICAL ENQUIRY

- Use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.
- Suggest which decade a photo was taken in using historical clues.
- Know the difference between a primary and a secondary source.
- Suggest which sources I would need to consult to research different eras in British history.
- Identify whether a source is a primary or secondary source.
- Use primary and secondary sources to research different decades.

HISTORICAL UNDERSTANDING

- Sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.
- Describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.
- Describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.
- Describe some of the features of life in Britain for each decade from the 1950s to the 1990s.
- Suggest which changes have had the biggest impact in Britain since 1948.
- Summarise the changes in Britain since 1948.

CHRONOLOGICAL UNDERSTANDING

- Summarise what I know about different British time periods.
- Explain how the theme of crime and punishment evolved in Britain chronologically.
- Describe changes in Britain since 1948 chronologically.

KEY VOCABULARY

- Transportation
- Pillory
- Poacher
- Highwayman
- Tudor
- Early modern period
- Primary source
- Secondary source

DESIGN TECHNOLOGY SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: DESIGN TECHNOLOGY

Intent:

Design Technology in our school aims to develop the skills children need to engage in a process of designing and making in a variety of creative and practical activities through a topic based, cross-curricular approach. Pupils' creative thinking and acquisition of a broad range of subject knowledge is encouraged. Through the evaluation of past and present design and technology, pupils gain a critical understanding of its impact on daily life and the wider world.

Design Technology should be taught in 6 week blocks each term. This equates to a minimum of 18 hours across the school year. Each year group has three main topics to follow. Design can be taught in block over half days or full days, where applicable to the unit being covered, to allow for better understanding and embedding of particular skills.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGN						
<p>Mathematics: Shape, space and measure Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Communication and Language: Understanding Early Learning Goal Children follow instructions involving several ideas or actions. I answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> Develop my ideas through talking. Explain what I am making. Explain which tools I need to use Explain what I want to do- <i>using words and pictures.</i> Communicate ideas through talking, drawing and templates. Discuss and create a plan/recipe for what I am making. <p>Learn and use keys words for a topic.</p>	<ul style="list-style-type: none"> To use my own experiences to help me design a purposeful and appealing product for myself and/or others based upon a criterion. Design a product using a design specification or criteria. To generate and develop my ideas through mock-ups and where appropriate, information technology. To identify the purpose of what I intend to make. Draw and annotate my design. Create a realistic plan for making. Use appropriate vocabulary to explain what I need to do and use. Think ahead about my design and what I may need to create and make it. 	<ul style="list-style-type: none"> Draw, model and describe my ideas. Annotate my designs to explain details. Use my experience, and things I know about products to help me design. List things my design needs To use my own experiences to help me design a purposeful and appealing product for myself and/or others based upon a criterion. Design a product using a design specification or criteria. Explain and annotate my designs. Use appropriate vocabulary to explain what I need to do and use. Write a realistic plan for making. 	<ul style="list-style-type: none"> To use my own experiences to help me design a purposeful and appealing product for myself and/or others based upon a criterion. Gather and use research to help me design. Annotate my designs Use appropriate vocabulary to explain what I need to do and use. Create a realistic plan and specify some of the limitations when designing, e.g. Time and cost. Show different ideas using words, sketches and models. 	<ul style="list-style-type: none"> Use my own experiences to help me design a purposeful and appealing product for myself and/or others based upon a criterion. Gather and use research to help me design and think about who will use my design to include their opinions/needs. Evaluate and develop my ideas by annotating. Work from my own detailed plan and change it when needed – problem solving and keeping a record of it. 	<ul style="list-style-type: none"> Use my own experiences to help them design a purposeful and appealing product for myself and/or others based upon a criterion. Be able to look at and evaluate existing products to show that I understand their form and function. Be able to look at and evaluate existing products, recognizing their limitations. Evaluate how effectively I have used my sources of information. Design, evaluate and edit my own working plans.



Progression of Skills: DESIGN TECHNOLOGY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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MAKE

<p>Physical movement: moving and handling Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Understanding the world: Technology Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They can select and use technology for a particular purpose.</p> <p>Early learning goal Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively.</p> <p>Physical Development: Health and self-care Practices some appropriate safety measures without direct supervision.</p> <p>Expressive arts and design: Exploring and using media and materials Early learning goals They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • With support, choose the appropriate tools to complete a task. • With support, use the appropriate tool to perform a task. • With support, use tools safely to complete a task. • Cut and shape materials/foods. • Combine and join materials together. 	<ul style="list-style-type: none"> • Select from a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Start to use a range of tools accurately and safely, by myself. • Select from a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Use a range of materials according to their characteristics against my design criteria. • Work with a developing independence. 	<ul style="list-style-type: none"> • Choose what tools/materials/techniques to use and use them with some accuracy. • Be able to explain the Health and Safety rules needed when using my tools. • Cut, shape and put things together when making. • Make my product work well so that it fulfils its function/purpose. • Be able to work for periods independently. 	<ul style="list-style-type: none"> • Make my product work well so that it fulfils its function/purpose. • Choose and use a range of tools/equipment/techniques and be able to explain the health and Safety rules for each. • Use a variety of materials/components with some accuracy. • select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> • Use a variety of materials/components with some accuracy. • Use tools and techniques safely, observing Health and Safety rules. • Work with a range of tools, materials and equipment with some precision. • Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. • Make my product to a finished standard, ensuring it is 'fit for purpose'. 	<ul style="list-style-type: none"> • Use a variety of materials/components with some accuracy. • Select from and use a wider range of materials and components. • Work with a range of tools, materials and equipment with some precision and attention to detail • Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. • Make my product to a finished standard, ensuring it is 'fit for purpose'. • Test and evaluate my work, comparing it to my design specification (spec.)
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Progression of Skills: DESIGN TECHNOLOGY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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EVALUATE

Mathematics: Shape, space and measure
Orders and sequences familiar events.
Physical Development:
Health and self-care
 Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
Understanding the world: The world
Early Learning Goal
 Children use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Talk about my work and what I did to other people.
- Use the keywords I have learned to describe what I did and how I did it (I use scissors to cut, I used split pins to join, I used a knife to chop).
- Evaluate my design, and how well I worked, to say what I changed and improved as I went along.

- Be able to explore and evaluate a range of existing products.
- Be able to discuss my own products, what worked well and what can be improved for next time.
- Be able to comment on the products made by my peers.
- To be able to simply evaluate my ideas and finished products against the design criteria – does it look/work like I had intended?

- Be able to plan what to do next.
- Be able to think ahead about how to make my design and in what order - sequencing.
- Be able to evaluate my design, and say how well I worked, what I changed and what improved as I went along.
- Be able to specify who will use my design and consider their needs/opinions.

- Be able to evaluate and develop my ideas by sequencing and annotating.
- Be able to evaluate my design, to show what I changed and improved as I went along.
- Be able to evaluate my making to say what worked well and what I changed/improved.
- Be able to specify who will use my design and consider their needs/opinions.

- Be able to evaluate and develop my working drawings by annotating.
- Check and evaluate my making as it develops, correcting design flaws.
- Test and evaluate my work, comparing it to my design specification.
- Be able to offer ideas as to how modifications could be made to create a different use/finish.
- Be able to evaluate the project in its entirety.

- Evaluate how effectively I have used my sources of information.
- Evaluate how effectively I have used my time-management.
- Evaluate the cost implications of the project.
- Test and evaluate my work, comparing it to my design specification.
- Be able to evaluate the project as a whole and offer ideas as to where this could be used/seen in the world of today.



Progression of Skills: DESIGN TECHNOLOGY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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TECHNICAL KNOWLEDGE

Physical Development: Health and self-care
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Physical Development: Health and self-care
Early Learning Goal
Children know the importance for good health of a healthy diet and talk about ways to keep healthy and safe.

Understanding the world: The world
Early Learning Goal
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Understand that there are growing seasons Can describe how things work. Describe products I know about which are like my design/recipe. Choose what tools/material/technique to use and use with support, achieving some accuracy. Understand that there are different kinds of materials, including textiles Understand that textiles can have different uses 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Use key vocabulary when discussing my design/recipe and the process of making. Be able to join materials, exploring how they can be made stronger, stiffer and more stable/fit for purpose. Choose what tools/materials/techniques to use and use with support, achieving some accuracy. Understand how different sorts of rolling motion can be achieved by particular arrangements of wheels and axles. Understand that ingredients change when mixed and/or heated. Understand that there are different kinds of materials, including textiles Understand that textiles can be layered. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from and that it differs between cultures and tastes. Understand that food has a nutritional value. Understand that combining ingredients can change colour, taste and texture Use key vocabulary when discussing my design/recipe and the process of making Apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Choose what tools/material/technique to use and use independently, achieving some accuracy. 	<ul style="list-style-type: none"> Apply the basic principles of a healthy and varied diet to prepare dishes Apply my Understanding of where food comes from Use key vocabulary when discussing my design/recipe and the process of making Apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Pay attention to quality of finish when making. To be able to form 3D forms from 2D nets. To apply surface decoration. Create lids for 3D forms. Understand how different card mechanisms create different sorts of movement. Understand that accurate cutting, scoring, folding and joining techniques are needed to produce working, reliable card mechanisms. Be able to examine a common commercial food product, considering cost, packaging, ingredients, nutritional information and sensory appreciation (e.g. taste, texture, smell, colour) and compare with the home-made version. 	<ul style="list-style-type: none"> Work with a range of tools, materials and equipment with some precision. Pay attention to quality of finish when making. Test and evaluate their work, comparing it to their design specification (spec). Understand how the use of computing can help to program, monitor and control products. Understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]. To understand simple mechanical components. To form 3D shapes from 2D nets. Understand how the use of electrical systems in products (for example, series circuits incorporating switches, bulbs, buzzers and motors etc...) can speed a mechanical process up/offer more power. Apply the basic principles of a healthy and varied diet to prepare dishes. Apply my understanding of where food comes from and what seasonality is, in relation to food products and the source of different food. Use key vocabulary when discussing my design/recipe and the process of making. Know how to use utensils and equipment including heat sources to prepare and cook food. Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Work with a range of tools, materials and equipment with precision. Pay attention to quality of finish when making and identify ways of improving the finished product. Test and evaluate the work, comparing it to the design specification (spec) Work using a range of equipment and materials showing understanding of their working characteristics. Apply/understand how the use of computing can help to program, monitor and control products. Understand and use electrical systems in products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Mark, measure, cut and join materials with increasing accuracy. Use simple mechanisms to provide a transmission system. Apply the basic principles of a healthy and varied diet to prepare dishes Apply my understanding of where food comes from and what seasonality is, in relation to food products and the source of different food Use key vocabulary when discussing my design/recipe and the process of making Know how to use utensils and equipment including heat sources to prepare and cook food. Know and use relevant technical, nutritional and sensory vocabulary. Observe and record the process of extraction, leading to a greater understanding of how hot drinks are made, and where else this could be used.
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ART AND DESIGN SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: ART AND DESIGN

Intent:

Art and Design in our school inspires pupils to acquire the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form, to fire their imagination and enable a fundamental means of personal expression. Pupils are given opportunities for reflection and appreciation to develop and acquire the ability to make informed, critical responses to their own and others' work. Pupils also study the work of artists and gain access to cultural richness and diversity.

Art should be taught in 6 week blocks each term. This equates to a minimum of 18 hours across the school year. Each year group has three main topics to follow.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EXPLORING AND DEVELOPING IDEAS (ONGOING)						
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)						
<ul style="list-style-type: none"> Say what they and others have done and talk about what they like about their own work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Introduce Classroom Gallery Lesson at the end of every project (Peer Assess). Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Peer assess through Gallery lesson. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Gallery Lesson. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.



Progression of Skills: ART AND DESIGN

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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DRAWING

<ul style="list-style-type: none"> Use a variety of tools to make marks inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Experiment with different grades of a 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, shape and pattern. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Experiment with scale and isolating sections of work (viewfinder). 	<ul style="list-style-type: none"> 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.
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PAINTING

<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Experiment with mixing colours. Explore movement and paint. 	<ul style="list-style-type: none"> 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 primary colours to create more colours and shades. Use different types of paint. Create different textures e.g. use of sawdust, sand, sugar etc. 	<ul style="list-style-type: none"> Mix a range of secondary colours, experimenting with tints and shades. 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 paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colour 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> 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).
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Progression of Skills: ART AND DESIGN

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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PRINTING

<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Print randomly and attempt a repeat. 	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. • Mono-printing with tiles/collagraphs. 	<ul style="list-style-type: none"> • 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 cold water paste. • Mono-printing with tiles/collagraphs. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. • Develop use of positive/negative space and use to create stencils. • Screen print with stencils.
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TEXTILES/COLLAGES

<ul style="list-style-type: none"> • Explore different materials and threads, describing how they feel and look. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. cutting, joining, pulling threads. • Group materials and threads by colour and feel. • Create images from imagination or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc...in collage. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. cutting, joining, gluing, layering etc. • Create textured collages from a variety of media. • Begin to stitch, knot, tie threads and use other manipulative skills. • Use a variety of media and be able to explain choices. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings, applique. • Name the tools and materials they have used. • Develop skills in stitching, cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily, talking about mixed-media. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain 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 wax/paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and use of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Be expressive and analytical to adapt, extend and justify their choices. • Include textile/tactile elements to research, producing mood boards.
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Progression of Skills: ART AND DESIGN

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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3D FORM – SCULPTING AND MODELLING

<ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and man-made materials. 	<ul style="list-style-type: none"> Develop health and safety awareness around modelling. Experiment with, constructing and joining recycled, natural and man-made materials. Explore sculpture with a range of media. Explore joining and moulding. 	<ul style="list-style-type: none"> Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and man-made materials more confidently. Manipulate clay for a variety of purposes inc. small models. Develop cutting, moulding, joining techniques. 	<ul style="list-style-type: none"> Prepare workstations safely and observe health and safety rules. Plan, design and make models. Make a simpler papier mache/art roc object. Join clay adequately and work reasonably independently. Construct a simple clay/plaster of paris base for extending and modelling other shapes. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen and the health and safety considerations needed. 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 including clay, wire, techniques e.g. pinch pots, coil pots, slab pots. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen and the health and safety considerations needed. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan sculpture through drawing and other preparatory work. Use sculpting techniques-carving, twisting, joining, extending etc. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen and the health and safety considerations needed. Plan a sculpture through drawing and other preparatory work as part of the research. Make a mould/shape and use plaster safely. Create a sculpture and construction with increasing independence. Develop skills in using twisting, knotting, joining to reflect research.
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PHYSICAL EDUCATION SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: PHYSICAL EDUCATION

Intent:
Physical Education in our school develops the physical, social and emotional well-being of all our pupils. Our curriculum and high quality teaching and learning environment are engaging and challenging and allow all pupils to achieve beyond their expectations. We offer excellent opportunities to develop a healthy life-long love of physical activity, learning new skills in dance, gymnastics, games, athletics, outdoor and adventurous activities and swimming.

PE should be taught for a minimum of 2 hours per week from years 1 to 6.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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HEALTH – DANCE, GYM, GAMES, ATHLETICS, OAA AND SWIMMING

<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm-up and cool-down. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and colling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
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EVALUATE - DANCE, GYM, GAMES, ATHLETICS, OAA AND SWIMMING

<ul style="list-style-type: none"> Talk about what they have done. Talk about what others have done. 	<ul style="list-style-type: none"> Watch and describe performances. Begin to say how they could improve. 	<ul style="list-style-type: none"> Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques and the effect they have had on their performance. 	<ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DANCE SKILLS						
<ul style="list-style-type: none"> • Change the speed of their actions. • Change the style of their movements. • Join a range of different movements together. • Create a short movement phrase which demonstrates their own ideas. 	<ul style="list-style-type: none"> • Copy and repeat actions. • Vary the speed of their actions. • Put a sequence of actions together to create a motif. • Use simple choreographic devices such as unison, canon and mirroring. • Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Move in time to music. • Improve the timing of their actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Use different transitions within a dance motif. 	<ul style="list-style-type: none"> • Perform with some awareness of rhythm and expression. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Begin to improvise with a partner to create a simple dance. 	<ul style="list-style-type: none"> • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Ensure their actions fit the rhythm of the music. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Compose individual, partner and group dances that reflect the chosen dance style. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence, still demonstrating fluency across the sequence. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Demonstrate strong and controlled movements throughout a dance sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. • Improvise with confidence, still demonstrating fluency across their sequence.



Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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DANCE SKILLS

<ul style="list-style-type: none">Control my body when performing a sequence of movements.	<ul style="list-style-type: none">Perform using a range of actions and body parts with some coordination.Begin to perform learnt skills with some control.	<ul style="list-style-type: none">Perform sequences of their own composition with coordination.Perform learnt skills with increasing control.Compete against self and others.	<ul style="list-style-type: none">Develop the quality of the actions in their performances.Perform learnt skills and techniques with control and confidence.Compete against self and others in a controlled manner.	<ul style="list-style-type: none">Perform and create sequences with fluency and expression.Perform and apply skills and techniques with control and accuracy.	<ul style="list-style-type: none">Perform own longer, more complex sequences in time to music.Consistently perform and apply skills and techniques with accuracy and control.	<ul style="list-style-type: none">Link actions to create a complex sequence using a full range of movement.Perform the sequence in time to music.Perform and apply a variety of skills and techniques confidently, consistently and with precision.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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GYMNASTICS – ACQUIRING AND DEVELOPING SKILLS

<ul style="list-style-type: none"> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. 	<ul style="list-style-type: none"> Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. 	<ul style="list-style-type: none"> Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Use a range of jumps in their sequences. Begin to use equipment to vault. 	<ul style="list-style-type: none"> Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. 	<ul style="list-style-type: none"> Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
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GYMNASTICS - ROLLS

<ul style="list-style-type: none"> Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll 	<ul style="list-style-type: none"> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) 	<ul style="list-style-type: none"> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll 	<ul style="list-style-type: none"> Crouched forward roll Forward roll from standing Tucked backward roll 	<ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS - JUMPS						
<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping Jack • Half turn jump 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring • Cat spring to straddle 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn • Split leap 	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn • Cat leap full-turn • Split leap • Stag leap
GYMNASTICS - VAULTS						
	<ul style="list-style-type: none"> • Straight jump off springboard 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault 	<ul style="list-style-type: none"> • Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault • Straddle over vault
GYMNASTICS – HANDSTANDS, CARTWHEELS AND ROUND-OFFS						
<ul style="list-style-type: none"> • Bunny hop 	<ul style="list-style-type: none"> • Bunny hop • Front support wheelbarrow with partner 	<ul style="list-style-type: none"> • Bunny hop • Front support wheelbarrow with partner • T-lever • Scissor kick 	<ul style="list-style-type: none"> • Handstand • Lunge into handstand • Cartwheel 	<ul style="list-style-type: none"> • Lunge into handstand • Lunge into cartwheel 	<ul style="list-style-type: none"> • Lunge into handstand • Lunge into cartwheel • Lunge into round-off 	<ul style="list-style-type: none"> • Lunge into cartwheel • Lunge into round-off • Hurdle step • Hurdle step into cartwheel • Hurdle step into round-off



Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS – TRAVELLING AND LINKING ACTIONS						
<ul style="list-style-type: none"> Tiptoe, step, jump and hop 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Galloping 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot 	<ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
GYMNASTICS – SHAPES AND BALANCES						
<ul style="list-style-type: none"> Standing balances 	<ul style="list-style-type: none"> Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support 	<ul style="list-style-type: none"> Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
GYMNASTICS - COMPETE						
<ul style="list-style-type: none"> Control my body when performing a sequence of movements. Participate in simple games. 	<ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances and evaluate these.



Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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ATHLETICS - RUNNING

<ul style="list-style-type: none"> Run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. 	<ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. 	<ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. 	<ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. 	<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. 	<ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
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ATHLETICS - THROWING

<ul style="list-style-type: none"> Roll equipment in different ways. Throw underarm. Throw an object at a target. 	<ul style="list-style-type: none"> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. 	<ul style="list-style-type: none"> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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ATHLETICS - JUMPING

<ul style="list-style-type: none"> Jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. 	<ul style="list-style-type: none"> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. 	<ul style="list-style-type: none"> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. 	<ul style="list-style-type: none"> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. 	<ul style="list-style-type: none"> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. 	<ul style="list-style-type: none"> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
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ATHLETICS - COMPETE

<ul style="list-style-type: none"> Control their body when performing a sequence of movements Participate in simple games 	<ul style="list-style-type: none"> Begin to perform learnt skills with some control. Engage in competitive activities and team games. 	<ul style="list-style-type: none"> Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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GAMES – STRIKING AND HITTING A BALL

<ul style="list-style-type: none"> • Hit a ball with a bat or racquet. 	<ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. 	<ul style="list-style-type: none"> • Position the body to strike a ball. • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. 	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. 	<ul style="list-style-type: none"> • Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. • Accurately serve underarm. • Build a rally with a partner. • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. 	<ul style="list-style-type: none"> • Use different techniques to hit a ball. • Identify and apply techniques for hitting a tennis ball. • Explore when different shots are best used. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Play a tennis game using an overhead serve. 	<ul style="list-style-type: none"> • Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Understand how to serve in order to start a game.
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GAMES – THROWING AND CATCHING A BALL

<ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. 	<ul style="list-style-type: none"> • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. 	<ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. 	<ul style="list-style-type: none"> • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> • Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> • Consolidate different ways of throwing and catching and know when each is appropriate in a game. 	<ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GAMES – TRAVELLING WITH A BALL						
<ul style="list-style-type: none"> Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. 	<ul style="list-style-type: none"> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. 	<ul style="list-style-type: none"> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. 	<ul style="list-style-type: none"> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. 	<ul style="list-style-type: none"> Move with the ball using a range of techniques showing control and fluency. 	<ul style="list-style-type: none"> Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together. 	<ul style="list-style-type: none"> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
GAMES – PASSING A BALL						
<ul style="list-style-type: none"> Kick an object at a target. 	<ul style="list-style-type: none"> Pass the ball to another player in a game. Use kicking skills in a game. 	<ul style="list-style-type: none"> Know how to pass the ball in different ways. 	<ul style="list-style-type: none"> Pass the ball in two different ways in a game situation with some success. 	<ul style="list-style-type: none"> Pass the ball with increasing speed, accuracy and success in a game situation. 	<ul style="list-style-type: none"> Pass a ball with speed and accuracy using appropriate techniques in a game situation. 	<ul style="list-style-type: none"> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
GAMES – POSSESSION						
			<ul style="list-style-type: none"> Know how to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> Keep and win back possession of the ball effectively in a team game. 	<ul style="list-style-type: none"> Keep and win back possession of the ball effectively and in a variety of ways in a team game.
GAMES – USING SPACE						
<ul style="list-style-type: none"> Move safely around the space and equipment. Travel in different ways, including sideways and backwards. 	<ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. 	<ul style="list-style-type: none"> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. 	<ul style="list-style-type: none"> Find a useful space and get into it to support teammates. 	<ul style="list-style-type: none"> Make the best use of space to pass and receive the ball. 	<ul style="list-style-type: none"> Demonstrate an increasing awareness of space. 	<ul style="list-style-type: none"> Demonstrate a good awareness of space.



Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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GAMES – ATTACKING AND DEFENDING

<ul style="list-style-type: none"> Play a range of chasing games. 	<ul style="list-style-type: none"> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. 	<ul style="list-style-type: none"> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. 	<ul style="list-style-type: none"> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. 	<ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. 	<ul style="list-style-type: none"> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
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GAMES – COMPETE

<ul style="list-style-type: none"> Control my body when performing a sequence of movements. Participate in simple games. 	<ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. 	<ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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GAMES – TACTICS AND RULES

<ul style="list-style-type: none"> Follow simple rules. 	<ul style="list-style-type: none"> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> Vary the tactics they use in a game. Adapt rules to alter games. 	<ul style="list-style-type: none"> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA – TRAILS						
<ul style="list-style-type: none"> Find where I am in the classroom using signs and labels. Follow symbols and simple coloured trails in familiar environments. Move around spaces safely. 	<ul style="list-style-type: none"> Start to find where I am by using maps, plans and diagrams of familiar environments. Use simple plans and diagrams to follow a trail and go from one place to another. 	<ul style="list-style-type: none"> Identify where I am by using maps, plans and diagrams. Use maps, plans and diagrams to follow a trail and go from one place to another. 	<ul style="list-style-type: none"> Orientate themselves with increasing confidence and accuracy around a short trail. 	<ul style="list-style-type: none"> Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. 	<ul style="list-style-type: none"> Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. 	<ul style="list-style-type: none"> Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
OAA – PROBLEM SOLVING						
<ul style="list-style-type: none"> Work with others to locate things that might help me when I am working in my classroom. 	<ul style="list-style-type: none"> Respond safely to challenges or problems set. 	<ul style="list-style-type: none"> Take increased responsibility for determining safe ways to tackle challenges and problems set. 	<ul style="list-style-type: none"> Identify and use effective communication to begin to work as a team. Identify symbols used on a key. 	<ul style="list-style-type: none"> Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. 	<ul style="list-style-type: none"> Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. 	<ul style="list-style-type: none"> Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
OAA – PREPARATION AND ORGANISATION						
			<ul style="list-style-type: none"> Begin to choose equipment that is appropriate for an activity. 	<ul style="list-style-type: none"> Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. 	<ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. 	<ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.



Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA – COMMUNICATION						
	<ul style="list-style-type: none"> Work with others in a group, discussing how to follow trails and solve problems 	<ul style="list-style-type: none"> Work cooperatively with others when following trails and solving problems, explaining how tasks are tackled 	<ul style="list-style-type: none"> Communicate with others using appropriate vocabulary. 	<ul style="list-style-type: none"> Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. 	<ul style="list-style-type: none"> Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. 	<ul style="list-style-type: none"> Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
OAA – COMPETE						
<ul style="list-style-type: none"> Move around spaces safely to find a set of identified objects (e.g. find all the squares, find all the animals). 	<ul style="list-style-type: none"> Follow a trail safely to find a set of identified objects (e.g. find all the mammal pictures, find all of the 3D shapes). 	<ul style="list-style-type: none"> Use a map to follow a trail safely to find objects (e.g. stamps hidden in particular locations). 	<ul style="list-style-type: none"> Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities. 	<ul style="list-style-type: none"> Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. 	<ul style="list-style-type: none"> Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course. 	<ul style="list-style-type: none"> Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.



Progression of Skills: PHYSICAL EDUCATION

YEAR 3

YEAR 4

YEAR 5

SWIMMING

- Enter and exit water safely and remain safe around water.
- Explain what dangers to identify around water.
- Put face in water and blow bubbles.
- Kick legs from the hip and identify when this needs improvements.
- Swim 10m unaided in shallow water using one basic method.
- Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.

Use floats to swim longer distances with a more controlled leg kick.

- Understand water can be dangerous and repeat what to do when in difficulty.
- Begin to explain how to keep safe whilst in water and what dangers should be identified.
- Join in all swimming activities confidently.
- Put face under the water and blow bubbles (begin to do this whilst swimming).
- Explore how to move in and under water.
- Swim between 10m and 20m unaided in shallow water, using one stroke.
- Begin to swim 10m-15m unaided using a second stroke.
- Recognise how swimming affects breathing.
- Identify and describe differences between different leg and arm actions.

- Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.
- Put face in water and breath correctly when swimming in one identifiable stroke.
- Use a float to aid their swimming and confidence in deeper water.
- Use a float to develop leg and arm techniques.
- Swim 25m unaided in water using one basic method to achieve this distance.
- Use two different strokes swimming on both front and back.
- Control breathing.
- Swim confidently and fluently both on the surface and under the water.

RELIGIOUS EDUCATION SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: RELIGIOUS EDUCATION

Intent:

Religious Education in our school promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. We engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

RE should be taught for 1 hour every week as part of the statutory curriculum expectations. Purwell uses the Hertfordshire Agreed Syllabus for Religious Education to inform lesson content.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BELIEFS AND PRACTICES						
<p>Explore different ways of living, including beliefs and festivals.</p> <ul style="list-style-type: none"> Describe a festival or special occasion that I or a friend might go to. Tell an adult about the similarities and differences in a special occasion and what the festival is about. 	<p>Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them.</p> <ul style="list-style-type: none"> Research how people with different religions celebrate Harvest Find out how Christians and Jewish people show thankfulness for the world e.g. What is Sukkot and how is it celebrated? Design and build a Sukkah and explain the symbolism of its features Explore the Christmas story and say why it is important for Christians Explore the Easter story and say what it means and how it is celebrated. 	<p>Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.</p> <ul style="list-style-type: none"> Explain how festivals can bring people together. (Eid, Christmas) (Possible visitor to talk about festival) Explain why Christmas is important to Christian beliefs. Sequence the nativity story and link it to Christian beliefs Explain why Easter is important to Christian beliefs. 	<p>Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.</p> <ul style="list-style-type: none"> Compare and contrast the way Christianity and Islam faiths celebrate festivals e.g. Eid-ul-Adha and Eid Al Fitr, Easter, Christmas) Compare and contrast the way Christianity and Islam faiths mark important life events in life. (e.g. Christianity baptism and Muslim baptism, pilgrimage) Research different ways of celebrating the same events around the world e.g. Christmas, ceremonies of belonging. Explain what Lent, Holy week and Salvation means (in relation to Easter). 	<p>Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <ul style="list-style-type: none"> Explain the similarities and differences between two religions (Hinduism or Sikhism and Christianity) and how they celebrate festivals (e.g. Vaisakhi, Diwali) and important events in life. Explain the inner meaning behind key practises in Sikh and Hindu birth traditions Explain why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. Explain why some religious people make pilgrimages (e.g. Kumbha Mela for Hindus, Golden Temple at Amritsar for Sikhs, Hajj for Muslims)? Possible visitor to talk about markings of life's' journey (birth, faith, marriage, death) and what it means to live as a Christian Hindu Sikh in Britain today) Explore the trinity at Christmas Explore Good Friday and explain why Christians believe Jesus died and was resurrected. Why is it called Good Friday? 	<p>Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.</p> <ul style="list-style-type: none"> Explore what it means to live as a Christian/Jew in Britain today and relate that to internal diversity. Compare the similarities and differences of celebrating the same festival e.g. harvest Research responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions Explain and understand key Christian concepts (e.g. incarnation), the life of Jesus and practices in the church year. Explain why religious people go on pilgrimages and why it is important to them. Explore the term incarnation through the Christmas story. 	<p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <ul style="list-style-type: none"> Explore what it means to live as a Christian/Buddhist in Britain today and relate that to internal diversity. Explain some key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) and link that to how God can mean different things to different people. Compare and contrast religious and secular ways of celebrating the same event (e.g. Christians and humanists and rites of passage) Investigate why some festivals and events are valued by some and not others Explore annunciation in a sacred and secular Christmas.



Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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SOURCES OF WISDOM

<p>Listen and respond to religious stories.</p> <ul style="list-style-type: none"> • Discuss what Christians do to celebrate the birth of Jesus • Sequence the Nativity story and know what presents the characters gave. • Understand the easter story and link it to the natural world • Recognise symbols associated with the easter story and can discuss what the characters may think / feel • Say what Christians do at Easter to remind them of the story. • Listen to different creation tales and find similarities / differences 	<p>Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.</p> <ul style="list-style-type: none"> • Identify sacred books in different religions and say why they are special to that faith. (The Bible and the Torah) • Listen to some faith stories and find out what they tell us about how people should look after each other and the world? (The good Samaritan) • Think about whether everyone shares the same belief about how the world began • Act out a religious parable and explore it from different points of view 	<p>Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> • Sequence the Easter story and link it to Christian beliefs. • Explain the messages that Christians believe that Jesus brings. • Identify sacred books in different religions and say why they are special and how they treated. (The Bible and the Qur'an) • Talk about and respond to stories from sacred texts 	<p>Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.</p> <ul style="list-style-type: none"> • Talk about the important features of the Bible and the Qu 'ran, their origins and how followers use these sources of wisdom / sacred texts and how they treat them • Explain how faith stories affect their believers and what impact they have. e.g., The story of Muhammed, The story of the Good Samaritan. • Explain the impact that Pentecost has on Christians (as part of Easter story) 	<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <ul style="list-style-type: none"> • Explain what the Trinity is and how it links to Christian Christmas traditions. • Explore a range of faith stories, e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition and say how their authority may help to guide followers in daily lives. • Explain the 'golden rule' and say why it is 'golden.' 	<p>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p> <ul style="list-style-type: none"> • Investigate and interpret a range of stories, sacred writing, people and artefacts (all sources of wisdom) from different traditions and communities i.e. The Lord's Prayer, the Gospels, the Torah, Psalms, The Shema. • Say who the key figures are in Christianity and the Jewish religion and say why they are regarded as a source of wisdom and what is their impact on followers • Explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?). 	<p>Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p> <ul style="list-style-type: none"> • Explain what Jesus did to save human beings? • Interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities • Say how they guide followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?) • Evaluate the contemporary relevance of key figures (e.g. Dalai Lama)
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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SYMBOLS AND ACTIONS

<p>Communicate about people, places and religious symbols and artefacts.</p> <ul style="list-style-type: none"> Describe a place that is important to me and explain why. Recognise religious symbols that I might see in a local place of worship and what they mean. Explore some religious artefacts. Recognise symbols associated with Easter. 	<p>Give at least one example of a religious symbol or action and explain how it is used.</p> <ul style="list-style-type: none"> Design and build a Sukkah and explain the symbolism of its features Compare and contrast symbols of two different religious traditions and look for similarities such as light e.g. Diwali, Hanukkah and Christmas. Talk about my feelings when I am in light or in darkness 	<p>Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</p> <ul style="list-style-type: none"> Examine artefacts and link them to the religion to which they belong and say why they are important. Examine and notice the similarities and differences between the symbols of two different religions. (Christianity Islam) Explain why people have designed places of worship as they have and identify common symbols and artefacts. 	<p>Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.</p> <ul style="list-style-type: none"> Know the sequence of steps which Muslims go through to pray and can link it to their relationship with Allah (God). Explore the importance of sharing food in Christian worship List the similarities and differences of the power of light across different religions. 	<p>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p> <ul style="list-style-type: none"> List the 5 Ks in Sikhism and the importance of them to people of that religion. Explain the importance of sharing food in Sikh and Christian worship Explain the relationships between Hindu's and their deities 	<p>Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.</p> <ul style="list-style-type: none"> Explore how religious faith is communicated and expressed through the creative arts. Compare how religious and symbolic artefacts are used in prayer and practice to express meaning. Explain how and why artefacts are used in Jewish prayer to enrich experience. Identify common themes in the easter story and link them to Christian belief. Last Supper / Passover 	<p>Compare how and why a range of beliefs, expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities.</p> <ul style="list-style-type: none"> Explore and compare how different religions express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). Understand how different artefacts and symbolic actions communicate a different meaning Link key Buddhist symbols and artefacts to its teachings and actions. (The Three jewels, the wheel and lotus flower) Examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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PRAYER WORSHIP AND REFLECTION

<p>Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.</p> <ul style="list-style-type: none"> Understand why it is important to have periods of stillness and reflection and how that helps me understand my work and / or emotions Explore what a prayer is and why it is important to the religion it belongs to Recognise and describe places of importance for different religions 	<p>Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.</p> <ul style="list-style-type: none"> Identify a religious artefact (shrine, prayer mat, rosary beads) and say how and why it is used in prayer and/or reflection. 	<p>Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p> <ul style="list-style-type: none"> Describe and compare a church and a mosque Explain why some people pray to Allah for help. Describe the Muslim prayer sequence and the purpose for each step. Why does a prayer mat become holy when a Muslim prays on it? Describe the ways different religious people share actions when praying. Explore the ways different religious people say 'thank you' to God. Find out about the Lord's Prayer, it's importance for Christians and explore it through images. 	<p>Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.</p> <ul style="list-style-type: none"> Talk about the special places for worship in a mosque and a church exploring meaning and significance for followers. Examine how architecture and design contribute to a worshippers' experience. Know about key prayers (e.g. the First Surah in the Qu 'ran and The Lord's Prayer) and how they link to belief. Sequence the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian. 	<p>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p> <ul style="list-style-type: none"> Investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja and gurdwara). Examine ways in which architecture expresses how a community communicates through prayer, worship and reflection, for example in the design of church / gurdwara) Investigate the nature of prayer and different forms of worship including the Ak hand Path for Sikhs. 	<p>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.</p> <ul style="list-style-type: none"> Investigate how some believers communicate through the physical space of a church/ synagogue/ temple, looking at the similarities and differences. Debate whether prayer spaces are needed for a believer to connect with their God. Question how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship. Discuss the importance of collective and private space/ stillness/ silence/yoga as a form of worship. Write a prayer or meditations suited to a particular occasion or tradition. 	<p>Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p> <ul style="list-style-type: none"> Explore the role of prayer, reflection, meditation and stillness in different religions and world views Design a multi-faith prayer space and consider what it may need to contain. Explain why meditation, compassion and mindfulness are central to Buddhist belief and how they use nature to transmit their prayers (e.g. prayer wheels). Say how Buddhist mantra enhances worship and consider if meditation is the same as praying. Participate in meditation/stilling/ silence and mindfulness and write a prayer or meditations suited to a particular occasion and tradition. Compare these views to Christian views on prayer, worship, sacred space. (Do Christians need to worship in church to connect to God?)
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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IDENTITY AND BELONGING

<p>Show awareness of things and people that matter to them and link this to learning in Religious Education.</p> <ul style="list-style-type: none"> Describe what happens at a wedding and why it is important to some people Describe similarities and differences between weddings in different religions and cultures Re-enact a Christian wedding and can recall the promises made 	<p>Talk about things and people that matter to them and how people belong to groups including faith groups.</p> <ul style="list-style-type: none"> Identify what things are important to my family and myself (the groups we belong to) Understand that people belong to different faith groups and there are similarities and differences between them. Explain how and why people have special ways of welcoming babies. 	<p>Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</p> <ul style="list-style-type: none"> Say what a leader does Say why religious communities need leaders. Explain what it means to be a follower List common aspects of religious people and know why they come from a certain faith. Explain how and why people celebrate special and holy times. (e.g. Eid, Easter, Passover). 	<p>Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.</p> <ul style="list-style-type: none"> List the Five Pillars of Islam and explain how they guide Muslims in their daily lives. Talk about why some Muslims pray five times a day whilst others do not. Link the roles and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers in their own lives. Explain what it means to belong to a faith community. Explain where I belong and show this creatively. 	<p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <ul style="list-style-type: none"> Identify and discover how some people identify and define themselves and what belonging means. Talk about what it means to belong to a faith community. Investigate Sikh Khalsa and how that relates to community and belonging. Say how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together. 	<p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present.</p> <ul style="list-style-type: none"> Explore what belonging and faith means in Christianity and Judaism. Examine what it means to be a religious leader and how leadership impacts on the lives of followers. Explore and compare the lives of key leaders in contemporary life. Know the main Christian and Jewish groups in Britain today. Examine the stories of Moses and Jesus through the lens of key events from history Explain how keeping ancient laws in the modern day maybe hard for followers of that religion. E.g keeping Shabbat and keeping Kosher. 	<p>Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p> <ul style="list-style-type: none"> List the main Christian and Buddhist groups represented in Britain today Investigate what it means to live as a Christian / Buddhist in Britain today considering internal diversity. Compare and contrast the lives of two contemporary leaders and the qualities of their leadership. (From Buddhist and Christian contemporary life) Identify the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?). Identify modern day challenges to a faith's teaching and what might be the most difficult aspect of following that faith (e.g. Can someone be a practising Buddhist and still lead a privileged life?) Through the Easter story, explain why it is significant for Christians to have Jesus as their Messiah.
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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ULTIMATE QUESTIONS

<p>Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p> <ul style="list-style-type: none"> Say who cares for me and who do we care for. Describe how God made the world and reflect on what makes the world so wonderful? Describe ways that 'God' wants us look after the world Talk about Muslim beliefs about the natural world 	<p>Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.</p> <ul style="list-style-type: none"> Explain 'where is God?' from different viewpoints. Explore big questions in 'Why is the sky blue?' by Sally Grindley 	<p>Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth, expressing their own ideas and opinions.</p> <ul style="list-style-type: none"> Compare and contrast the creation stories in Christianity and Islam Examine the idea of good over evil in a range of world views eg story of Diwali, Purim, Bilal (Muslim call to prayer) Say what heaven maybe like. Say how Christians may imagine God 	<p>Through creative media, express and understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.</p> <ul style="list-style-type: none"> Describe the attributes of God (e.g. 99 names of Allah and the Trinity). Explore similarities and differences between the creation stories in Christianity and Islam. Express creatively my own views on God / heaven /creation 	<p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p> <ul style="list-style-type: none"> Explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) Express my understanding through the creative arts about some ultimate questions about creation, God and heaven, Discuss the different responses to the creation story and the different ideas Christians have related to the story. 	<p>Raise challenging questions and suggest answers including a range of perspectives from different faith and belief groups.</p> <ul style="list-style-type: none"> Debate as to why there are different responses and ideas about the divine (e.g. whether God is real or what is he like.) Consider both Christian and Jewish perspectives to what life might look like after death and give my own viewpoint. Explore different accounts on how the world began and question how they all can be true. (creation) Start to ask and answer my own questions through the use of creative arts. Begin to ask what the role of 'god' may be in society. 	<p>Present a range of views and answers to challenging questions about belonging, meaning and truth.</p> <ul style="list-style-type: none"> Debate the relationship / conflict between creation and science Explain the similarities and differences between the different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul') Say where non-religious people find answers to difficult questions such as life after death.
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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HUMAN RESPONSIBILITY AND VALUES

Explore how people show concern for each other and the world around them.

- Describe religious stories about leaders helping each other i.e. Rama and Sita and how that links to being responsible and fair.
- Say the good / bad ways of treating each other and the world.

Respond to faith stories and examples of showing care and concern for humanity and the world.

- Say what faith stories can tell us about the way people should look after each other and the world.
- Think about whether everyone should be responsible for looking after the world.
- Create a recipe for living together happily

Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.

- Say what makes human beings so unique and how is it we can live together if we are all so different.
- Explore the relationship between humans, their environment and other living things.
- Explain how a religious community group looks after the local community. (Maybe ask a religious leader about this).
- Know what Zakat is and why it is important for Muslims?
- Consider if everyone in the world should be responsible for looking after it.

Recognise the importance of showing care and responsibility for the world, identifying shared values in two communities.

- Explain the similarities and differences that 2 different communities have about caring for the world and / or each other. (Christian Muslim)
- Work together with my classmates to compile a moral values charter.
- Discuss my responsibility for the world and each other and world view responses. (e.g. what kind of world did Jesus want?)

Illustrate how diverse communities can live respectfully sharing the same important values and sense of responsibility.

- Consider my responsibility for the world and for each other.
- Consider some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?).
- Consider why there might be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness).
- Debate my own ideas on the treatment of animals.
- Compile a moral values charter applying different religious codes and worldviews.
- Debate as to whether having a religious faith helps people to be 'good.'

Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.

- Debate how people can live together for the wellbeing of all, considering social and environmental responsibilities.
- List, while comparing and contrasting, moral codes of conduct from the Christian and Jewish and Humanist traditions.
- Think about why I should care about the community as a whole and what is important and influences peoples' choices.
- Compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam).

Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.

- Use local and national census statistics to develop an understanding of the religious make up and diversity of our locality and of Britain.
- Consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world.
- Explain what social justice is and how it impacts on myself and my community as a whole.
- Say how human responsibility to the environment links with religious belief (Christian and Buddhist) and teaching.
- Debate how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice



Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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JUSTICE AND FAIRNESS

<p>Understand what is right, wrong and fair.</p> <ul style="list-style-type: none"> Discuss how different religions help us understand what is right, wrong / fair through the use of religious stories from Buddhism, Hinduism or Sikhism. 	<p>Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.</p> <ul style="list-style-type: none"> Give an example of a religious charity that focuses on justice and fairness. Listen to some Bible stories / parables and say how these influence the behaviour of Christians 	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p> <ul style="list-style-type: none"> Find out how people of faith have influenced the world by their actions. Link faith stories to religious people's choices of what is right / wrong Explore why we need to have rules and why certain organisations have rules. I can talk about school rules and the 'Golden Rule' and say if this could be put into action in our school Know about a Christian charity. 	<p>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.</p> <ul style="list-style-type: none"> Discuss what justice and fairness means and how that links to religious charities through the work of development charities (e.g. Christian Aid, Islamic Relief) Explore different faith stories that illustrate justice and fairness and how to treat each other (e.g. Zacchaeus the Tax Collector, Widow's Mite, parable of the Sheep and Goats) and reflect on which characters are 'right' and 'wrong'. 	<p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <ul style="list-style-type: none"> Discuss and apply my own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). Discuss the importance of justice and fairness in faith stories (e.g. Sikh story, The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. Explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life. 	<p>Identify and describe how people with religious and worldviews make choices about what is right and wrong.</p> <ul style="list-style-type: none"> Debate about why some people from a religious and secular background, try to help others in need (e.g. victims of natural disasters and those with disabilities). Link the work of various Christian aid agencies with the life and teachings of Jesus. Explain the Jewish concept of Tzedakah and the importance of supporting communal projects. Evaluate different religious responses to justice and fairness. Explain how the Ten Commandments can link to ideas about right and wrong. 	<p>Evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p> <ul style="list-style-type: none"> Debate why/why not the world isn't just and fair Examine how people decide what is right and wrong outside a religion Say why some people (from a religious and or non- religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Explain my ideas about right and wrong, justice and fairness through different religious traditions Debate how Buddhist concepts of desire, suffering and compassion affect the choices of followers. Talk about the lives of children in pre-Holocaust Europe and reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation).
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COMPUTING SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: COMPUTING

Intent:

Computing in our school aims to stimulate the children's interest in and understanding of how computers and computer systems work as well as how they are designed and programmed. There are opportunities for creative work in programming and digital media. Pupils become digitally literate – able to use, express themselves and develop their ideas through information and communication

Computing should be taught for 1 hour every week as part of the statutory curriculum expectations.

Purwell Computing Overview of Strands

Purple Mash Computing Scheme of Work – List of all units

All Unit Summary

Predominant Area of Computing*		
Computer Science	Information Technology	Digital Literacy
*Most units will include aspects of all strands.		

Year 1

	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9
	Online Safety & Exploring Purple Mash	Grouping & Sorting	Pictograms	Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets	Technology outside school
Number of lessons	4	2	3	3	3	5	6	3	2
Main tool			2Count		2Go	2Create A Story	2Code	2Calculate	

Year 2

	Unit 2.1	Unit 2.2	Unit 2.3	Unit 2.4	Unit 2.5	Unit 2.6	Unit 2.7	Unit 2.8
	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Number of lessons	6	3	4	5	3	5	3	4
Main tool	2Code		2Calculate	2Question 2Investigate		2Paint A Picture	2Sequence	

Year 3

	Unit 3.1	Unit 3.2	Unit 3.3	Unit 3.4	Unit 3.5	Unit 3.6	Unit 3.7	Unit 3.8	Unit 3.9
	Coding	Online safety	Spreadsheets	Touch Typing	Email (inc. email safety)	Branching Databases	Simulations	Graphing	Presenting
Number of lessons	6	3	3	4	6	4	3	3	5\6*
Main tool	2Code		2Calculate	2Type	2Email	2Question	2Simulate	2Graph	PowerPoint or Google Slides

*Platform dependent

Purple Mash Computing Scheme of Work – List of all units

Year 4

	Unit 4.1	Unit 4.2	Unit 4.3	Unit 4.4	Unit 4.5	Unit 4.6	Unit 4.7	Unit 4.8	Unit 4.9
	Coding	Online Safety	Spreadsheets	Writing for Different Audiences	Logo	Animation	Effective Searching	Hardware Investigators	Making Music
Number of lessons	6	4	6	5	4	3	3	2	4
Main tool	2Code		2Calculate		2Logo	2Animate			Busy Beats

Year 5

	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	Unit 5.7	Unit 5.8
	Coding	Online Safety	Spreadsheets	Databases	Game Creator	3D Modelling	Concept Maps	Word Processing
Number of lessons	6	3	6	4	5	4	4	8
Main tool	2Code		2Calculate	2Investigate	2DIY 3D	2Design & Make	2Connect	MS Word or Google Docs

Year 6

	Unit 6.1	Unit 6.2	Unit 6.3	Unit 6.4	Unit 6.5	Unit 6.6	Unit 6.7	Unit 6.8	6.9
	Coding	Online Safety	Spreadsheets	Blogging	Text Adventures	Networks	Quizzing	Understanding Binary	Spreadsheets
Number of lessons	6	2	5	4	5	3	6	4	8
Main tool	2Code		2Calculate	2Blog			2Quiz		Excel or Google Sheets



YEAR 1

ONLINE SAFETY

(Runs through all units)
UNIT 1.1

- Contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour.
- Open Purple Mash and use the search bar within Purple Mash to find resources.
- Suggest appropriate words to search with to find the results that they are looking for.
- Understand the importance of keeping information, such as their usernames and passwords private and actively demonstrate this in lessons.

COMPUTER SCIENCE

Unit 1.2, 1.4,1.5,1.7

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
 - Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.
- Create and debug simple programs.
 - Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code
- Use logical reasoning to predict the behaviour of simple programs.
 - When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.

INFORMATION TECHNOLOGY

UNIT 1.3, 1.6, 1.8

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 - Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.

DIGITAL LITERACY

UNIT 1.9

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 - Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash
- Recognise common uses of information technology beyond school.
 - Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair



Progression of Skills: COMPUTING

YEAR 2

ONLINE SAFETY <small>(Runs through all units) UNIT 2.2,</small>	COMPUTER SCIENCE <small>UNIT 2.1,</small>	INFORMATION TECHNOLOGY <small>UNIT 2.3,2.4,2.6,2.7,2.8</small>	DIGITAL LITERACY <small>UNIT 2.5</small>
<ul style="list-style-type: none"> Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches. Explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows. Will be able to give reasons for keeping their password safe that include protecting their personal information. Most pupils will be able to express the good and bad sides of digital technology. Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online. Open and respond to simulated emails in 2Email and send email responses to simulated emails in 2Email. Develop an understanding of how to use email safely and responsibly. They also know how to report inappropriate content to their teacher/trusted adult. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ➤ Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Create and debug simple programs. ➤ Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children’s program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a programmable steps. Use logical reasoning to predict the behaviour of simple programs. ➤ Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program. Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ➤ Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. ➤ Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trust.



Progression of Skills: COMPUTING

YEAR 3

ONLINE SAFETY

(Runs through all units)
UNIT 3.2

- Understand the importance of a secure password and not sharing this with anyone else.
- Understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords.
- When using the internet, pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information.
- Pupils will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent.
- Recognise the PEGI ratings and can give examples of why content is rated and how this protects them.
- Contribute to a class collaborative file about the effects of inappropriate content with useful suggestions.
- Their blog posts and comments are appropriate.
- Express the need to tell a trusted adult if they are upset by anything online, responses illustrate that they have taken this message onboard.
- Can use Purple Mash as a platform for collaboration.
- Pupils can use suitable keywords when trying to verify sources.
- Understand the importance of staying when using email and have demonstrated knowledge of this through the writing of class rules for their conduct when using email systems.
- Suggest why they need to seek permission before sharing photos.

COMPUTER SCIENCE

UNIT 3.1,

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Children can turn a simple real-life situation into an algorithm for program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code.
- Children can identify an error in their code and then fix it.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Children demonstrate the ability and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects.
- Children are beginning to understand the difference in effect of a timer command rather than a repeat command.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Think of structure of a programme in logical, achievable steps. Make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. E.g. In programs such as Logo they can 'read' programs with several steps and predict the outcome accurately.
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way

INFORMATION TECHNOLOGY

UNIT 3.3, 3.4, 3.6, 3.7, 3.8, 3.9

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.

DIGITAL LITERACY

UNIT 3.5

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
- Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure.
- They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash.
- They know more than one way to report unacceptable content and contact.



Progression of Skills: COMPUTING

YEAR 4

ONLINE SAFETY (Runs through all units) UNIT	COMPUTER SCIENCE UNIT	INFORMATION TECHNOLOGY UNIT	DIGITAL LITERACY UNIT
<ul style="list-style-type: none"> • Explore key concepts relating to online safety using 2Connect • They help others to understand the importance of online safety and apply their knowledge through the creation of online safety resources which are then used as part of presentation to parents. • Give some examples of things to look out for in an email to ensure that it from a valid source and is not a phishing scam email. • Explain what can be learnt by looking at the padlock details for a website • Reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing online in relation to their and others' digital footprint. • Give reasons for taking care when installing apps or software. They know what Malware is and the possible impact of computer viruses and can give recommendations for how best to ensure that they only install valid software. • Most pupils can give reasons for limiting screen time that include the effect on physical and mental health. • Explain how plagiarism is stealing, they are beginning to be able to identify the aspects of sharing that would be classed as plagiarism. • Most pupils would have saved both online and locally to a device and are able to explain the differences between the two storage types. • Identify key messages that should be shared with other pupils and parents about online safety, including identification of reliable content from websites found via common search engines • Analyse the contents of a web page for obvious clues about the credibility of the information. They will be able to work in small groups to decide collectively if a website has questionable credibility. 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. • Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards. 	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. • Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.



Progression of Skills: COMPUTING

YEAR 5

ONLINE SAFETY (Runs through all units) UNIT 5.2	COMPUTER SCIENCE UNIT 5.1,5.5	INFORMATION TECHNOLOGY UNIT 5.3, 5.4, 5.6, 5.7, 5.8	DIGITAL LITERACY UNIT 5.2
<ul style="list-style-type: none"> • Demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. • Demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully. • Developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported. • Able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others. • Explain why citations must be considered when using the work of others. They know that there is a convention for recording citations • Demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of-view. • Understand what is meant by reliable and can build on their ability to identify reliable content. 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <ul style="list-style-type: none"> ➤ Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children can test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. <ul style="list-style-type: none"> ➤ Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <ul style="list-style-type: none"> ➤ When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. <ul style="list-style-type: none"> ➤ Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards. 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. <ul style="list-style-type: none"> ➤ Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <ul style="list-style-type: none"> ➤ Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email. 	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact. • Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.



Progression of Skills: COMPUTING

YEAR 6

ONLINE SAFETY

(Runs through all units)
UNIT 6.2

- Display a good knowledge of the benefits and risks to working collaboratively.
- Navigate networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time).
- Use these networks to collaborate using Purple Mash tools such as 2Write, 2Connect and 2Blog and can use a variety of networked devices such as webcams, online tools, printers, and tablets in a connected way for their educational benefit.
- Use search tools and routinely try to verify the validity and reliability of their sources.
- Look for corroborating sources for information and enter keywords that help them to choose the best results.
- Demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online.
- Identify a variety of risks and benefits of technology.
- Pupils can identify location sharing as a risk to online safety and relate this to work done on protecting their identifying private information.
- Pupils were able to identify the padlock and https as aids to online safety units.
- They have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft
- Understand the impact of a positive and negative digital footprint and how to take control of their own online virtual image.
- Balance the positive impact of technology with the reasons for limiting screen time that include the effect on physical and mental health
- Understand need to credit the artist when using images from the Internet and know how to explore the rights and permissions associated with an image online.
- Explain the difference between copyright and privacy and are mindful of both aspects when working with images.
- Make informed choices when communicating online for example selecting the appropriate form of communication for its purpose and audience.
- Discuss the use of instant messaging in social contexts, aware of the pros and cons of using such tools.

COMPUTER SCIENCE

UNIT 6.1, 6.5, 6.6, 6.8

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.
- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school.

INFORMATION TECHNOLOGY

UNIT 6.3, 6.4 (6.9 not taught 2022)

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.

DIGITAL LITERACY

UNIT 6.2

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
- Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

MUSIC SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: MUSIC

Intent:
Music in our school aims to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination, and provides opportunities for self-expression and a sense of personal achievement. We offer opportunities for children to develop their musical skills in all aspects of music including appraisal, performance, composition and appreciation and to celebrate music from different cultures and eras through the carefully developed units we follow from the Charanga music scheme.

EYFS

EXPRESSIVE ARTS AND DESIGN (EXPLORING MEDIA AND MATERIALS)

Children sing songs, make music, dance and experiment with ways of changing them.

EXPRESSIVE ARTS AND DESIGN (BEING IMAGINATIVE)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 SKILLS	YEAR 1	YEAR 2	KS2 SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PLAY AND PERFORM)

Use voices expressively.	use voices in different ways such as speaking, singing and chanting.	Use voices expressively and creatively. To sing with the sense of shape of the melody.	Sing songs in unison and two parts.	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
Play tuned and un-tuned instruments	To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
Rehearse and perform with others	To think about others when performing.	To think about others while performing.	To practise, rehearse and present performances with an awareness of the audience.	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.



Progression of Skills: MUSIC

KS1 Skills	YEAR 1	YEAR 2	KS2 Skills	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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CREATING AND DEVELOPING MUSICAL IDEAS (CREATE AND COMPOSE)

Create musical patterns.	To know about and experiment with sounds.	Repeat short rhythmic and melodic patterns.	Improvise, developing rhythmic and melodic material when performing.	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas.	To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		

RESPONDING AND REVIEWING APPRAISING SKILLS

Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To make improvements to my own work.	To think about and make simple suggestions about what could make their work better e.g. play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.



Progression of Skills: MUSIC

KS1 Skills	YEAR 1	YEAR 2	KS2 Skills	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING							
To listen with Concentration and recall sounds within Increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions.	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular Purposes.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

***Inter-related dimensions of music (dynamics):**

- _ **PULSE:** the steady beat of a piece of a piece of music
- _ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- _ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- _ **DYNAMICS:** Loud and soft
- _ **TEMPO:** Fast and slow
- _ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- _ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- _ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.

MODERN FOREIGN LANGUAGES SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: MODERN FOREIGN LANGUAGES

Intent:

MFL in our school encourages children to learn about the Spanish culture, fostering their curiosity and deepening their understanding of the world. They learn to speak, listen, read and write in Spanish from single words to full sentences through units relating to their own lives and cross-curricular topics.

EARLY LANGUAGE SKILLS

INTERMEDIATE LANGUAGE SKILLS

PROGRESSIVE LANGUAGE SKILLS

SPEAKING

Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.

Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term.

Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.

Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.

Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'

Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'

Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.

Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.

Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.

Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.

Pupils engage in longer conversations asking and answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.

Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.

Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.

Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.

Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.

Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of the progressive units without the need to revisit the core language first.

Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in the Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII', 'Habitats'.

Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.

Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.



Progression of Skills: MODERN FOREIGN LANGUAGES

EARLY LANGUAGE SKILLS

INTERMEDIATE LANGUAGE SKILLS

PROGRESSIVE LANGUAGE SKILLS

LISTENING

Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)

Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.

Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.

Pupils are taught to appreciate familiar stories and songs in the foreign Language using stories such as 'Goldilocks & The Three Bears'. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.

Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to “gist” listen to unknown target language to complete the tasks set.

Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.



Progression of Skills: MODERN FOREIGN LANGUAGES

EARLY LANGUAGE SKILLS

INTERMEDIATE LANGUAGE SKILLS

PROGRESSIVE LANGUAGE SKILLS

READING

Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our 'Ancient Britain' unit.

Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.

Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.

Pupils will now be able to read age appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.



Progression of Skills: MODERN FOREIGN LANGUAGES

EARLY LANGUAGE SKILLS

INTERMEDIATE LANGUAGE SKILLS

PROGRESSIVE LANGUAGE SKILLS

WRITING

Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.

Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.

Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.

Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old, and I live in Liverpool. I have a dog called Fido, but I do not have a cat. I have a brother, but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.

In Intermediate Teaching units, pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.

Intermediate Teaching units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.

Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.

Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.

Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.

In Progressive Teaching units, pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.

Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.

Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy through units such as: 'At School', 'The Weekend' and 'The Vikings'.



Progression of Skills: MODERN FOREIGN LANGUAGES

EARLY LANGUAGE SKILLS

INTERMEDIATE LANGUAGE SKILLS

PROGRESSIVE LANGUAGE SKILLS

GRAMMAR

To understand the concept of gender.

To start to understand the concept of **nouns and articles**.

To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.

To understand better the use of the possessives, first person and possibly other forms too.

To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.

To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.

To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.

To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.

To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.

Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.

PSHE SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME



Progression of Skills: PSHE

Intent:

PSHE in our school provides comprehensive and engaging curriculum which fully meets the needs of every child. During their time at Purwell Primary School, children will encounter many of life's challenges for the first time. The 1 decision scheme has been designed to provide children with the knowledge and skills to lead safe, healthy and happy lives.

EYFS

PERSONAL, SOCIAL, EMOTIONAL (Curriculum Coverage)

Self-confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Managing feelings and behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Making relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence and self-awareness

- 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 resources they need for their chosen activities.
- They say when they do or don't need help.

Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class and understand and follow the rules.
- They adjust their behaviour to different situations and take changes of routing in their stride.

Making relationships

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas and about how to organise their activity.
- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Keeping/Staying safe - Keeping/Staying healthy

- What do I need to keep safe from? What may put me or others at risk?
- What can we do to keep healthy?

Relationships -Being responsible

- Understand different types of relationships.
- What are we responsible for? How do responsibilities grow as we grow?

Feelings and emotions - Computer safety Our World -Hazard watch

- Understanding a range of emotions and how they make us feel physically and mentally.
- To develop an understanding of computers, the internet, and rules to keep safe.
- What is Earth? What grows on Earth? Developing a baseline of knowledge, key vocabulary and understanding of our planet.



Progression of Skills: PSHE

YEAR 1

Keeping/Staying safe Keeping/Staying healthy

Relationships Being responsible

Feelings and emotions Computer safety Our World Hazard watch

Road Safety

- understand why it is important to stay safe when crossing the road
- be able to recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe

Washing Hands

- understand why we need to wash our hands • know how germs are spread and how they can affect our health
- be able to practise washing your hands
- know the differences between healthy and unhealthy choices

A stand-alone unit looking at the work of the fire service in the community

- understand the importance of being responsible and how our actions/choice can affect others
- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- understand the importance of being responsible and how our actions/choices can affect others
- be able to practise simple ways of staying safe and finding help
- know that even small fires can be very dangerous
- be able to identify the differences between safe and risky choices
- understand how our actions and choices can affect others
- be able to recognise how drivers can be distracted
- know how to help others stay safe
- be able to describe the differences between safe and risky choices

Friendship

- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view

Water Spillage

- know how you can help people around you
- understand the types of things you are responsible for
- know how and understand the importance of preventing accidents
- be able to recognise the differences between being responsible and being irresponsible

Jealousy

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

Online Bullying

- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to recognise kind and unkind comments

Growing in Our World

- understand the needs of a baby
- be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life
- be able to recognise the ways in which your family is special and unique

Hazard Watch

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

Is it safe to eat or drink?

Is it safe to play with?



Progression of Skills: PSHE

YEAR 2

Keeping/Staying safe Keeping/Staying healthy

Relationships Being responsible Hazard watch

Feelings and emotions Computer safety Our World Money matters

Tying Shoelaces

- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

Brushing teeth

- understand why we need to brush our teeth
- be able to practise brushing your teeth
- know the differences between healthy and unhealthy choices
- be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy

Eating Healthy

- know that food is needed for our bodies to be healthy and to grow
- understand that some foods are better for good health than others • be able to list different types of healthy food
- understand how to keep yourself and others healthy
- know the differences between healthy and unhealthy choices

A stand-alone unit looking at the work of the fire service in the community

- understand the importance of being responsible and how our actions/choice can affect others
- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- understand the importance of being responsible and how our actions/choices can affect others
- be able to practise simple ways of staying safe and finding help
- know that even small fires can be very dangerous
- be able to identify the differences between safe and risky choices
- understand how our actions and choices can affect others
- be able to recognise how drivers can be distracted
- know how to help others stay safe
- be able to describe the differences between safe and risky choices

Bullying

- be able to name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours

Body language

- be able to recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- understand why it is important to care about other people's feelings

Practice Makes Perfect

- be able to name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- be able to see the benefits of practising an activity or sport
- be able to learn ways to set goals and work to reach them

Helping Someone in Need

- know how you can help other people
- be able to recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- be able to identify the differences between being responsible and being irresponsible

Worry

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

Anger

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

Image Sharing

- Understand how your online actions can affect others
- Be able to name the positive and negative ways you can use technology
- Know the risks of sharing images without permission
- Understand the types of images that you should and should not post online

Computer Safety

- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to list rules for keeping and staying safe

Living in our World

- understand why we should look after living things
- be able to identify how we can look after living things both inside and outside of the home
- recognise why it is important to keep our communities and countryside clean
- be able to encourage others to help keep their communities and countryside clean

Working in our World, Hazard Watch

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

Is it safe to eat or drink?

Is it safe to play with?



Progression of Skills: PSHE

YEAR 3

Keeping/Staying safe Keeping/Staying healthy

Relationships Being responsible Hazard watch

Feelings and emotions Computer safety Our World Money matters

Staying Safe

- know ways to keep yourself and others safe • be able to recognise risky situations
- be able to identify trusted adults around you
- understand the differences between safe and risky choices

Medicine

- know, understand, and be able to practise simple safety rules about medicine
- understand when it is safe to take medicine
- know who we can accept medicine from
- understand the differences between healthy and unhealthy choices

Leaning out of windows

- be able to recognise a range of warning signs
- be able to spot the dangers we may find at home
- know the importance of listening to our trusted adults
- be able to understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

A stand-alone unit looking at the work of the fire service in the community

- understand the importance of being responsible and how our actions/choice can affect others
- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- understand the importance of being responsible and how our actions/choices can affect others
- be able to practise simple ways of staying safe and finding help
- know that even small fires can be very dangerous
- be able to identify the differences between safe and risky choices
- understand how our actions and choices can affect others
- be able to recognise how drivers can be distracted
- know how to help others stay safe
- be able to describe the differences between safe and risky choices

Touch

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts

Stealing

- understand the differences between borrowing and stealing
- be able to describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- be able to understand the differences between being responsible and irresponsible

Grief/Loss

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

Making Friends Online

- be able to identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- be able to name the positives and negatives of using technology
- understand the difference between safe and risky choices online

Looking After Our World

- be able to explain the meaning of reduce, reuse, and recycle
- recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use
- understand how we can reduce our carbon footprint

Hazard Watch

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

Is it safe to eat or drink?

Is it safe to play with?



Progression of Skills: PSHE

YEAR 4

Keeping/Staying safe Keeping/Staying healthy

What is a healthy lifestyle choice? How can we make healthy lifestyle choices?

Cycle Safety

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

Healthy Living

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle

Growing and changing Being responsible Feelings and emotions

Appropriate Touch/Relationships

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

Coming Home on Time

- recognise the importance of behaving in a responsible manner in a range of situations
- describe a range of situations where being on time is important
- explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

Jealousy

- recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good
- describe how we can support others who feel lonely, jealous, or upset
- recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy

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Online Bullying

- recognise the key values that are important in positive online relationships
- identify the feelings and emotions that may arise from online bullying
- develop coping strategies to use if we or someone we know is being bullied online
- identify how and who to ask for help

The Working World

Where does money come from to pay for all of the services that keep us healthy, safe and educated.

Chores at Home

- identify ways in which we can help those who look after us
- explain the positive impact of our actions
- describe the ways in which we can contribute to our home, school, and community
- identify the skills we may need in our future job roles

Breaking Down Barriers

- recognise positive attributes in others
- explain why being different is okay
- recognise your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality



Progression of Skills: PSHE

YEAR 5

Keeping/Staying safe Keeping/Staying healthy

Peer Pressure

- identify strategies we can use to keep ourselves and others safe
- recognise ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

Adults' & Children's Views

Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.

Smoking

- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke

Adults' & Children's Views

Growing and changing Being responsible Feelings and emotions

Puberty

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Adults' & Children's Views

Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.

Looking out for others

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

Adults' & Children's Views

Anger

- recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant
- explain how feelings can be communicated with or without words
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger

Adults' & Children's Views

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Image Sharing

- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

Adults' & Children's Views

Enterprise

- understand and explain why people might want to save money
- identify ways in which you can help out at home • budget for items you would like to buy
- recognise ways to make money and the early stages of enterprise

Adults' & Children's Views

Inclusion and Acceptance

- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion

Adults' & Children's Views

A World Without Judgement



Progression of Skills: PSHE

YEAR 6

Keeping/Staying safe Keeping/Staying healthy

Water safety

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

Alcohol (Drug extension)

- identify what is a risky choice
- identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health
- develop and recognise skills and strategies to keep safe Drug extension:
- understand the difference between 'legal' and 'illegal' drugs • carry out research around cannabis
- identify the risks associated with using cannabis

To learn about positive and negative effects on physical, mental and emotional health (including the media).

Growing and changing Being responsible Feelings and emotions

Conception

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

Adults' & Children's Views

Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.

Stealing

- explain what consent means
- recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

Worry

- recognise our thoughts, feelings, and emotions
- identify how we can reduce our feeling of worry
- explain how we can support others who feel worried
- recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people

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Making Friends Online

- list the key applications that we may use now and, in the future,
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

In-App Purchases

- know and understand various money-related terms
- recognise some of the ways in which we can spend money via technology
- describe the potential impact of spending money without permission
- identify strategies to save money

British Values

- understand that there are a wide range of religions and beliefs in the UK
- explain each of the British values
- create a range of values for your educational setting
- explain how all religions can live in cohesion

PURWELL PRIMARY SCHOOL



WE DO OUR BEST ALL THE TIME

