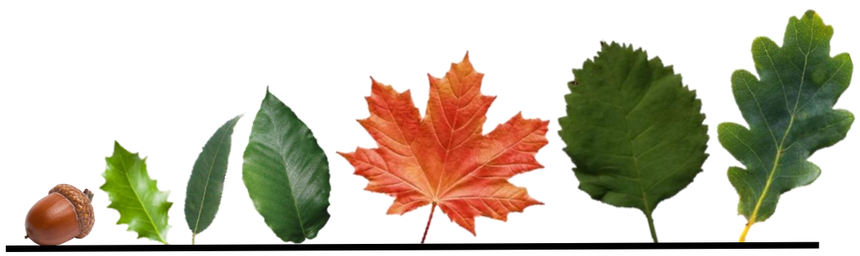
PURWELL PRIMARY SCHOOL

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

WE DO OUR BEST ALL THE TIME

CONTENTS

SCIENCE
SKILLS PROGRESSION



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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.

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Progression of Skills: SCIENCE

PLANTS

EYFS	YEAR 1	YEAR 2	YEAR 3
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)

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Progression of Skills: SCIENCE

LIVING THINGS AND THEIR HABITATS

YEAR 2

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)

YEAR 4

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)

YEAR 5

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)

YEAR 6

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)

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Progression of Skills: SCIENCE

ANIMALS INCLUDING HUMANS

EYFS

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

YEAR 1

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)

YEAR 2

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)

YEAR 3

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)

YEAR 4

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)

YEAR 5

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)

YEAR 6

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)

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Progression of Skills: SCIENCE

MATERIALS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Understanding of the World	**Everyday Materials**	**Uses of everyday materials**	**Rocks**	**States of Matter**	**Properties and Changes of Materials**
ELG - Name and sort everyday objects by the material from which they are made – wood, metal, plastic. • Explore table with sorting baskets and labels to write – change items daily **ELG - Name familiar materials – wood, glass, paper, plastic, metal.** • Small group exploration and discussion • Feely bag activity • Go for a walk and identify different materials around the school/grounds **ELG - Recognise similarities and differences between a variety of everyday materials.** • Discussion opportunities to talk about materials.	**EM1 Distinguish between an object and the material from which it is made.** • Tell the difference between an object and a material. (WS4, WS7) **EM2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.** • Name some everyday materials. (WS7) • Identify the materials that some objects are made from. (WS1, WS4, WS6, WS7) **EM3 Describe the simple physical properties of a variety of everyday materials.** • 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) **EM4 Compare and group together a variety of everyday materials on the basis of their simple physical properties.** • Group objects and materials by their properties. (WS1, WS2, WS4)	**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.** • 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) **EM2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** • Investigate how the shape of solid objects can be changed. (WS1, WS2, WS3, WS4, WS5, WS6, WS7) • Explain the process of recycling. (WS7)	**R1 Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties.** • 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) **R2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.** • Describe fossils and guess how they were formed. (WS1, WS3) • Explain how fossils are formed. (WS12, WS10, WS7) **R3 Recognise that soils are made from rocks and organic matter.** • 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)	**SM1 Explore a variety of everyday materials and develop simple descriptions of the states of matter.** (WS7 WS10, WS12) **SM2 Compare and group materials together, according to whether they are solids, liquids or gases.** • Group substances according to whether they are solid, liquids or gases. (WS1, WS2, WS3) **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).** • 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) **SM4 Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.** • 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)	**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.** • 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) **PM2 Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.** • 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) **PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.** • Suggest ways in which different mixtures can be separated. (WS1, WS5, WS7) **PM4 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.** • Investigate and explain why materials are used for different purposes. (yr2 link) (WS1, WS3, WS5, WS6, WS7, WS9) **PM5 Demonstrate that dissolving, mixing and changes of state are reversible changes.** • Identify if a change is easily reversible and how to reverse it. (WS1, WS5, WS9, WS10) **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.** • Explain the advantages of new materials and how they are created. (WS5, WS6, WS7, WS10)

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Progression of Skills: SCIENCE

LIGHT

YEAR 3

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)

YEAR 6

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)

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Progression of Skills: SCIENCE

YEAR 4

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)

E4Identify 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)

YEAR 6

ELECTRICITY

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.

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Progression of Skills: SCIENCE

FORCES AND MAGNETS

YEAR 3

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)

YEAR 5

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)

PURWELL PRIMARY SCHOOL
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Progression of Skills: SCIENCE

YEAR 1	YEAR 4	YEAR 5	YEAR 6
SEASONAL CHANGES	**SOUND**	**EARTH AND SPACE**	**EVOLUTION AND INHERITANCE**
SC1 Observe changes across the four seasons. • 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) **SC2 Observe and describe weather associated with the seasons and how day length varies.** • 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)	**S1 Identify how sounds are made, associating some of them with something vibrating.** • Explain how sounds are made and how we hear things. (WS10. WS12) **S2 Recognise that vibrations from sounds travel through a medium to the ear.** • Investigate how well sound travels through different materials. (WS2, WS3, WS4, WS5, WS6, WS7, WS8) **S3 Find patterns between the pitch of a sound and features of the object that produced it.** • Place different sounds in order of pitch. (WS3) • Make a tuned string instrument. **S4 Find patterns between the volume of a sound and the strength of the vibrations that produced it.** • 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) **S5 Recognise that sounds get fainter as the distance from the sound source increases.** • 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)	**ES1 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.** • 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) **ES3 Describe the Sun, Earth and Moon as approximately spherical bodies.** • 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) **ES2 Describe the movement of the Moon relative to the Earth.** • Explain how the Moon moves. (WS7) • Explain how the Moon's appearance appears to change when viewed from Earth. (WS7, WS10) **ES4 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.** • 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)	**EI1 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.** • 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) **EI2 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.** • 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) **EI3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.** • 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)

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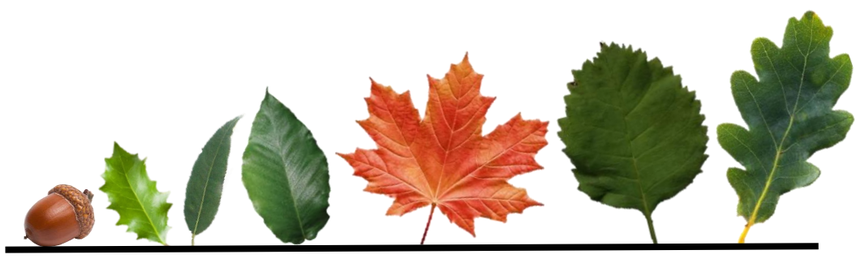
Progression of Skills: SCIENCE

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



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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
About similarities and differences in relation to places. • 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. ***About similarities and differences between themselves and others, and among families, communities and traditions.*** • 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.	***They talk about the features of their own immediate environment and how environments might vary from one another.*** • **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.**	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.

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Progression of Skills: GEOGRAPHY

YEAR 1

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
WEATHER AND SEASONS ❖ **Basic vocabulary and concepts about weather and the climate by meeting the following learning intentions:** 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.	**Create a simple weather chart.** **Annotate a simple map of the UK with some of its key features.** **Work together to create a simple map of the local area.** **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.** **Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.** **Make connections between their investigation of the local area and what they have learned about weather, climate and the UK.** **Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.**	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'.
UNITED KINGDOM ❖ **The main nations and features of the UK, including their locations and related key vocabulary by meeting the following learning intentions:** 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.		
LOCAL AREA ❖ **The location and features of the local area by meeting the following learning intentions:** 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.		

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Progression of Skills: GEOGRAPHY

YEAR 2

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
CONTINENTS AND OCEANS ❖ **The names and locations of the world's continents and oceans, and some information about each of them by meeting the following learning intentions:** 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.	**Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.** **Use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them.** **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.** **Make use of the four main compass points when describing the location of these key locations and regions.** **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.**	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.
HOT AND COLD PLACES ❖ **Where the world's main hot and cold regions are, and some information about what they are like by meeting the following learning intentions:** 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.		
ZAMBIA – MUGUMARENO VILLAGE (Longer Unit) ❖ **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:** 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.		

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Progression of Skills: GEOGRAPHY

YEAR 3

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
CLIMATE ZONES ❖ **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.** **By meeting the following learning intentions:** 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.	**Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil.** **Use globes, atlases and maps to identify the main human and physical features of North and South America** **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.** **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).**	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.
NORTH AMERICA ❖ **The location and main human and physical features of North and South America by meeting the following learning intentions:** 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.		
RIO AND SOUTH-EAST BRAZIL ❖ **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.** **By meeting the following learning intentions:** 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.		

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Progression of Skills: GEOGRAPHY

YEAR 4

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
RIVERS ❖ **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.** **By meeting the following learning intentions:** 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.	**Interpret and explain key information on rivers.** **Evaluate a range of possible flood prevention measures.** **Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon.** **Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.** **Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.**	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.
RAINFORESTS ❖ **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:** 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.		
SOUTH AMERICA – THE AMAZON BASIN ❖ **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.** **By meeting the following learning intentions:** 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.		

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Progression of Skills: GEOGRAPHY

YEAR 5

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
MOUNTAINS ❖ **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.** **By meeting the following learning intentions:** 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.	**Interpret a range of maps and aerial views of Scandinavia and the European region.** **Use globes and atlases to identify the location of Europe and Scandinavia.** **Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, Europe and Scandinavia.** **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.**	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.
EUROPEAN REGION – EXPLORING SCANDINAVIA (PLANBEE PLANS) ❖ **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.** **By meeting the following learning intentions:** 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.		
VOLCANOES AND EARTHQUAKES (LONGER UNIT) ❖ **The main features and causes of volcanoes and earthquakes.** ❖ **How people can respond to a natural disaster, such as an earthquake.** **By meeting the following learning intentions:** 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.		

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Progression of Skills: GEOGRAPHY

YEAR 6

KNOWLEDGE	SKILLS	ADDITIONAL OPPORTUNITIES
UNITED KINGDOM (AUT/SPR) ❖ **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.** **By meeting the following learning intentions:** 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.	**Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.** **Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.** **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.** **Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.** **Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.**	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.
LOCAL AREA AND REGION – UPPER KEY STAGE 2 ❖ **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.** **By meeting the following learning intentions:** 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

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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
YEARS 1 and 2

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATIONS	HISTORICAL ENQUIRY	PRESENTING, ORGANISING AND COMMUNICATING
• Sequence artefacts and events that are closer together in time. • Order dates from earliest to latest on timelines. • Sequence pictures from different periods. • Describe memories and changes that have happened in their own lives. • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	• Recognise some similarities and differences between the past and the present. • Identify similarities and differences between ways of life in different periods. • Know and recount episodes from stories and significant events in history. • Understand that there are reasons why people in the past acted as they did. • Describe significant individuals from the past.	• Start to compare two versions of a past event. • Observe and use pictures, photographs and artefacts to find out about the past. • Start to use stories or accounts to distinguish between fact and fiction. • Explain that there are different types of evidence and sources that can be used to help represent the past.	• Observe or handle evidence to ask simple questions about the past. • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. • Choose and select evidence and say how it can be used to find out about the past.	• Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models…Writing…Using ICT… • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance • Talk, write and draw about things in the past. • Use historical vocabulary to retell simple stories about the past. • Use drama/role play to communicate their knowledge about the past.

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Progression of Skills: HISTORY

LOWER KEY STAGE 2
YEARS 3 and 4

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATIONS	HISTORICAL ENQUIRY	PRESENTING, ORGANISING AND COMMUNICATING
• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. • Understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini).	• Note key changes over a period of time and be able to give reasons for those changes. • Find out about the everyday lives of people in time studied compared with our life today. • Explain how people and events in the past have influenced life today. • Identify key features, aspects and events of the time studied. • Describe connections and contrasts between aspects of history, people, events and artefacts studied.	• Look at more than two versions of the same event or story in history and identify differences. • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	• Use a range of sources to find out about the past. • Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. • Gather more detail from sources such as maps to build up a clearer picture of the past. • Regularly address and sometimes devise own questions to find answers about the past. • Begin to undertake their own research.	• Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms etc. • Present, communicate and organise ideas about the past using models, dram, role-play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. • Start to present ideas based on their own research about a studied period.

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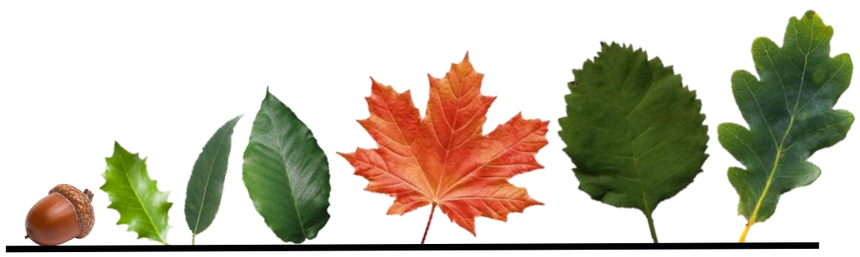
Progression of Skills: HISTORY

UPPER KEY STAGE 2
YEARS 5 and 6

CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATIONS	HISTORICAL ENQUIRY	PRESENTING, ORGANISING AND COMMUNICATING
• Order an increasing number of significant events, movements and dates on a timeline using dates accurately. • Accurately use dates and terms to describe historical events. • Understand and describe in some detail the main changes to an aspect in a period in history. • Understand how some historical events/periods occurred concurrently in different locations e.g. Indus Valley and Ancient Egypt.	• Identify and note connections, contrasts and trends over time in the everyday lives of people. • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. • Examine causes and results of great events and the impact these had on people. • Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	• Find and analyse a wide range of evidence about the past. • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. • Consider different ways of checking the accuracy of interpretations of the past. • Start to understand the difference between primary and secondary evidence and the impact of this on reliability. • Show an awareness of the concept of propaganda. • Know that people in the past represent events or ideas in a way that may be to persuade others. • Begin to evaluate the usefulness of different sources.	• Recognise when they are using primary and secondary sources of information to investigate the past. • Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. • Select relevant sections of information to address historically valid questions and construct detailed. Informed responses. • Investigate their own line of enquiry by posing historically valid questions to answer.	• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious etc. • Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports etc. • Plan and present a self-directed project or research about the studied period.

DESIGN TECHNOLOGY SKILLS PROGRESSION



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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						
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. ***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.	• Develop my ideas through talking. • Explain what I am making. • Explain which tools I need to use • Explain what I want to do- *using words and pictures.* • Communicate ideas through talking, drawing and templates. • Discuss and create a plan/recipe for what I am making. Learn and use keys words for a topic.	• 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.	• 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.	• 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.	• 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.	• 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.

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Progression of Skills: DESIGN TECHNOLOGY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MAKE						
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. ***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. **Early learning goal** Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively. ***Physical Development: Health and self-care*** Practices some appropriate safety measures without direct supervision. **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.	• 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.	• 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.	• 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.	• 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.	• 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'.	• 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
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.

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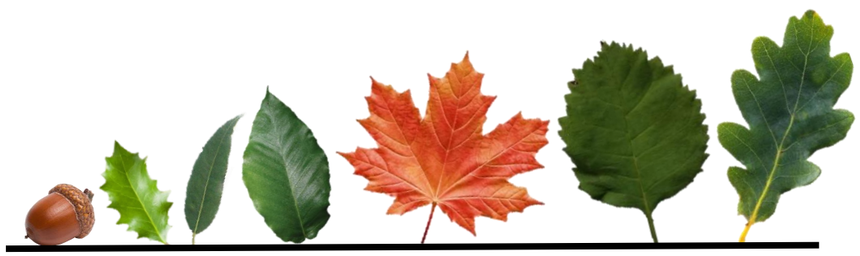
Progression of Skills: DESIGN TECHNOLOGY

TECHNICAL KNOWLEDGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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.	• 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	• 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.	• 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.	• 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.	• 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.	• 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.

ART AND DESIGN
SKILLS PROGRESSION



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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)						
• Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about the staring points for their work and develop their ideas.	• Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about the staring points for their work and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	• Record and explore ideas from first-hand observation, experience and imagination. • Ask and answer questions about the staring 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.	• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
EVALUATING AND DEVELOPING WORK (ONGOING)						
• Say what they and others have done and talk about what they like about their own work.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

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Progression of Skills: ART AND DESIGN

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAWING						
• Use a variety of tools to make marks inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	• Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour.	• Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour.	• Experiment with different grades of 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.	• Make informed choices in drawing inc. paper and media. • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture.	• Use a variety of source material for their work. • Work in a sustained and independent way from observation, experience and imagination. • Use a sketchbook to develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. • Experiment with scale and isolating sections of work (viewfinder).	• 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.
PAINTING						
• Use a variety of tools and techniques including the use of different brush sizes and types. • Experiment with mixing colours. • Explore movement and paint.	• 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.	• 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.	• 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.	• Make and match colours with increasing accuracy. • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process.	• Demonstrate a secure knowledge about primary and secondary, warm and cold, complimentary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources.	• Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).

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Progression of Skills: ART AND DESIGN

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PRINTING						
• Make marks in print with a variety of objects, including natural and made objects. • Print randomly and attempt a repeat.	• 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.	• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.	• Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. • Mono-printing with tiles/collagraphs.	• 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.	• Explain a few techniques, inc. the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours.	• Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently. • Develop use of positive/negative space and use to create stencils. • Screen print with stencils.
TEXTILES/COLLAGE						
• Explore different materials and threads, describing how they feel and look.	• 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.	• 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.	• Use a variety of techniques, inc. printing, dying, 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.	• 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.	• 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.	• 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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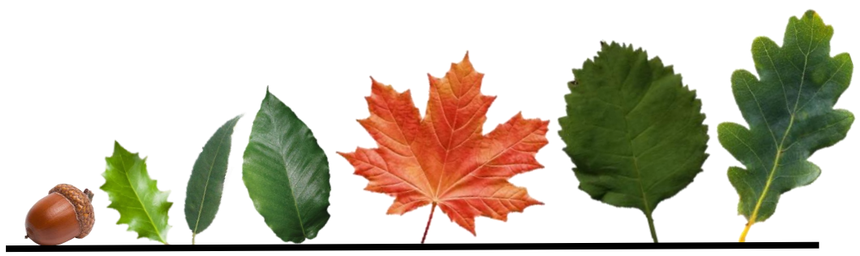
Progression of Skills: ART AND DESIGN

3D FORM – SCULPTING AND MODELLING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Experiment with constructing and joining recycled, natural and man-made materials.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

PHYSICAL EDUCATION
SKILLS PROGRESSION



WE DO OUR BEST ALL THE TIME

PURWELL PRIMARY SCHOOL
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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
HEALTH – DANCE, GYM, GAMES, ATHLETICS, OAA AND SWIMMING						
• Describe how the body feels when still and when exercising.	• Describe how the body feels before, during and after exercise. • Carry and place equipment safely.	• Recognise and describe how the body feels during and after different physical activities. • Explain what they need to stay healthy.	• 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.	• 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.	• Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise.	• 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.
EVALUATE - DANCE, GYM, GAMES, ATHLETICS, OAA AND SWIMMING						
• Talk about what they have done. • Talk about what others have done.	• Watch and describe performances. • Begin to say how they could improve.	• 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.	• Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result.	• 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.	• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

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Progression of Skills: PHYSICAL EDUCATION

DANCE SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

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Progression of Skills: PHYSICAL EDUCATION

DANCE SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Control my body when performing a sequence of movements.	• Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.	• Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others.	• 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.	• Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy.	• Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control.	• 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

GYMNASTICS – ACQUIRING AND DEVELOPING SKILLS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.

GYMNASTICS - ROLLS

• Curled side roll (egg roll) • Log roll (pencil roll) • Teddy bear roll	• Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled)	• Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) • Rocking for forward roll • Crouched forward roll	• Crouched forward roll • Forward roll from standing • Tucked backward roll	• Forward roll from standing • Straddle forward roll • Tucked backward roll • Backward roll to straddle	• Forward roll from standing • Straddle forward roll • Pike forward roll • Tucked backward roll • Backward roll to straddle	• 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						
• Straight jump • Tuck jump • Jumping Jack • Half turn jump	• Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring	• Straight jump • Tuck jump • Jumping jack • Half turn jump • Cat spring • Cat spring to straddle	• Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap	• 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	• 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	• 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						
	• Straight jump off springboard	• Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard	• Hurdle step onto springboard • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off	• Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off	• 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	• 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						
• Bunny hop	• Bunny hop • Front support wheelbarrow with partner	• Bunny hop • Front support wheelbarrow with partner • T-lever • Scissor kick	• Handstand • Lunge into handstand • Cartwheel	• Lunge into handstand • Lunge into cartwheel	• Lunge into handstand • Lunge into cartwheel • Lunge into round-off	• Lunge into cartwheel • Lunge into round-off • Hurdle step • Hurdle step into cartwheel • Hurdle step into round-off

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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS – TRAVELLING AND LINKING ACTIONS						
• Tiptoe, step, jump and hop	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping • Straight jump half-turn	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Cat leap	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Straight jump full turn • Cat leap • Cat leap half turn • Pivot	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Straight jump full turn • Cat leap • Cat leap half turn • Pivot	• 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						
• Standing balances	• Standing balances • Kneeling balances • Pike, tuck, star, straight, straddle shapes	• 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	• 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	• 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	• 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	• 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						
• Control my body when performing a sequence of movements. • Participate in simple games.	• Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.	• Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control.	• 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.	• Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy.	• Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control.	• 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.

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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ATHLETICS - RUNNING						
• Run in different ways for a variety of purposes.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.
ATHLETICS - THROWING						
• Roll equipment in different ways. • Throw underarm. • Throw an object at a target.	• Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power.	• 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.	• 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.	• Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance.	• 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.	• 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
ATHLETICS - JUMPING						
• Jump in a range of ways, landing safely.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.
ATHLETICS - COMPETE						
• Control their body when performing a sequence of movements • Participate in simple games	• Begin to perform learnt skills with some control. • Engage in competitive activities and team games.	• Perform learnt skills with increasing control. • Compete against self and others.	• Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner.	• Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities.	• Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.	• 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
GAMES – STRIKING AND HITTING A BALL						
• Hit a ball with a bat or racquet.	• Use hitting skills in a game. • Practise basic striking, sending and receiving.	• Position the body to strike a ball. • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games.	• 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.	• 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.	• 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.	• 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.
GAMES – THROWING AND CATCHING A BALL						
• Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands.	• Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching.	• 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.	• 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.	• Develop different ways of throwing and catching.	• Consolidate different ways of throwing and catching and know when each is appropriate in a game.	• 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						
• Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball.	• Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	• Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game.	• Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game.	• Move with the ball using a range of techniques showing control and fluency.	• Use a variety of ways to dribble in a game with success. • Use ball skills in various ways and begin to link together.	• Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
GAMES – PASSING A BALL						
• Kick an object at a target.	• Pass the ball to another player in a game. • Use kicking skills in a game.	• Know how to pass the ball in different ways.	• Pass the ball in two different ways in a game situation with some success.	• Pass the ball with increasing speed, accuracy and success in a game situation.	• Pass a ball with speed and accuracy using appropriate techniques in a game situation.	• 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						
			• Know how to keep and win back possession of the ball in a team game.	• Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	• Keep and win back possession of the ball effectively in a team game.	• Keep and win back possession of the ball effectively and in a variety of ways in a team game.
GAMES – USING SPACE						
• Move safely around the space and equipment. • Travel in different ways, including sideways and backwards.	• Use different ways of travelling in different directions or pathways. • Run at different speeds. • Begin to use space in a game.	• 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.	• Find a useful space and get into it to support teammates.	• Make the best use of space to pass and receive the ball.	• Demonstrate an increasing awareness of space.	• Demonstrate a good awareness of space.

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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GAMES – ATTACKING AND DEFENDING						
• Play a range of chasing games.	• 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.	• Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully.	• Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them.	• 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.	• Choose the best tactics for attacking and defending. • Shoot in a game. • Use fielding skills as a team to prevent the opposition from scoring.	• 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.
GAMES – COMPETE						
• Control my body when performing a sequence of movements. • Participate in simple games.	• 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.	• Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others.	• 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.	• Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities.	• Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.	• 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.
GAMES – TACTICS AND RULES						
• Follow simple rules.	• 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.	• Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully.	• 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.	• Vary the tactics they use in a game. • Adapt rules to alter games.	• Know when to pass and when to dribble in a game. • Devise and adapt rules to create their own game.	• Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game.

PURWELL PRIMARY SCHOOL
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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA – TRAILS						
• Find where I am in the classroom using signs and labels. • Follow symbols and simple coloured trails in familiar environments. • Move around spaces safely.	• 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.	• 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.	• Orientate themselves with increasing confidence and accuracy around a short trail.	• 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.	• 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.	• 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						
• Work with others to locate things that might help me when I am working in my classroom.	• Respond safely to challenges or problems set.	• Take increased responsibility for determining safe ways to tackle challenges and problems set.	• Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	• 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.	• 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.	• 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						
			• Begin to choose equipment that is appropriate for an activity.	• 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.	• 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.	• 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.

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Progression of Skills: PHYSICAL EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA – COMMUNICATION						
	• Work with others in a group, discussing how to follow trails and solve problems	• Work cooperatively with others when following trails and solving problems, explaining how tasks are tackled	• Communicate with others using appropriate vocabulary.	• Communicate clearly with others. Work as part of a team. • Begin to use a map to complete an orienteering course.	• 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.	• 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						
• Move around spaces safely to find a set of identified objects (e.g. find all the squares, find all the animals).	• Follow a trail safely to find a set of identified objects (e.g. find all the mammal pictures, find all of the 3D shapes).	• Use a map to follow a trail safely to find objects (e.g. stamps hidden in particular locations).	• Begin to complete activities in a set period of time. • Begin to offer an evaluation of personal performances and activities.	• 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.	• 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.	• 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.

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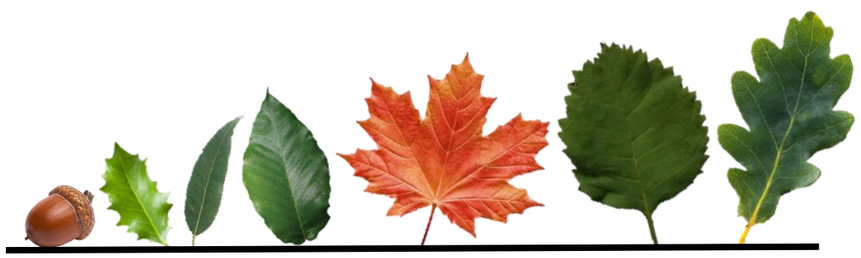
Progression of Skills: PHYSICAL EDUCATION

SWIMMING

YEAR 3	YEAR 4	YEAR 5
• 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



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PURWELL PRIMARY SCHOOL
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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						
Explore different ways of living, including beliefs and festivals.	Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them.	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.	Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.	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.	Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.	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.
SOURCES OF WISDOM						
Listen and respond to religious stories.	Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.	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.	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.	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.	Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	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.
SYMBOLS AND ACTIONS						
Communicate about people, places and religious symbols and artefacts.	Give at least one example of a religious symbol or action and explain how it is used.	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.	Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.	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.	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.	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.

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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PRAYER, WORSHIP AND REFELCTION						
Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.	Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.	Ask and answer questions about places pf prayer and worship and the impact they might make on faith communities.	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.
IDENTITY AND BELONGING						
Show awareness of things and people that matter to them and link this to learning in Religious Education.	Talk about things and people that matter to them and how people belong to groups including faith groups.	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.	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.	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.	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.	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.
ULTIMATE QUESTIONS						
Use imagination and curiosity to develop their wonder of the world and ask questions about it.	Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth, expressing their own ideas and opinions.	Through creative media, express and understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Raise challenging questions and suggest answers including a range of perspectives from different faith and belief groups.	Present a range of views and answers to challenging questions about belonging, meaning and truth.

PURWELL PRIMARY SCHOOL
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Progression of Skills: RELIGIOUS EDUCATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HUMAN RESPOSIBILITY AND VALUES						
Explore how people show concern for each other and the world around them.	Respond to faith stories and examples of showing care and concern for humanity and the world.	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.	Recognise the importance of showing care and responsibility for the world, identifying shared values in two communities.	Illustrate how diverse communities can live respectfully sharing the same important values and sense of responsibility.	Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.	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.
JUSTICE AND FAIRNESS						
Understand what is right, wrong and fair.	Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.	Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	Identify and describe how people with religious and worldviews make choices about what is right and wrong.	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.

COMPUTING SKILLS PROGRESSION

WE DO OUR BEST ALL THE TIME

PURWELL PRIMARY SCHOOL
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 technology – as active participants in a digital world.

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

MULTIMEDIA TEXT AND IMAGES

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Begin to use computing to share ideas e.g. create digital images, or with support write words and simple phrases. • Know information exists in different forms. With support, use technology to present information e.g. enter data into a pictogram.	• Use varied technology to communicate and share ideas, e.g. use simple software to create and modify digital images. • Know information exists in different forms and comes from different sources e.g. generate pictograms and bar charts to present data • Explore patterns in simple simulations; begin to predict the effect of choices e.g. note the arrows control next/previous page in an online book.	• Use a range of computing tools to produce and modify work in different forms for a purpose e.g. with support combine words and images. • Explain choices and decisions made in work e.g. talk about how programmed a floor turtle to follow a route. • Know that anyone may put information on the internet and such information may not be true; know to check with a trusted adult.	• Use various tools within the software, understanding that these may improve appearance and aid accuracy and efficiency e.g. change the colours of a multimedia text to improve legibility. • Modify work in the light of comments from others e.g. add axis title to a graph after a learning partner said it was not clear what the graph signified. • Discuss how technology can be used to create digital texts in and beyond school; be aware of digital texts in the wider world.	• Select and use specific tools within the software with the aim of improving design and aiding accuracy and efficiency e.g. include hyperlinks in a non-linear text to direct the reader to the correct page. • Use peer and self-review to evaluate and improve work e.g. explain how including a series of graphs showing temperature changes improved a science project. • Begin to plan work, understanding how this helps improve what they produce and solve problems. • Show a good understanding of the school's e-safety rules for copyright, ownership and personal protection of personal data e.g. investigate the ownership of the images to use; and credit the sources in work. • Discuss how technology is used to create digital texts in the wider world; compare to own production of digital texts in and beyond school.	• Justify choice of tools and techniques used to edit and enhance work e.g. explain how use of shortcuts improves use of graphics software. • Use blogs and wikis to develop the quality of information and ideas exchanged with others; checking for bias, accuracy and relevance e.g. comment on the accuracy of an entry in a class wiki. • Keep and review drafts; revisit previous drafts considering the effectiveness of changes. • Critically evaluate work using peer and self-review to modify and improve it e.g. discuss the changes they have made to a piece of work with learning partners and consider whether the changes were effective. • Plan work, justifying the choice of tools and techniques used to edit and enhance work.	• Discuss tools and techniques used; explain why particular ones are suitable for specific pieces of work e.g. compare the tools within three different presentation tools and explain why they chose one for a piece of work. • Take steps to ensure that information contributed to online spaces is high quality, accurate, unbiased, relevant and truthful e.g. check the information on a page of a class wiki using several different sources. • Describe how keeping and reviewing drafts is key to building critical awareness. • Critically evaluate work; identifying and implementing improvements and refinements e.g. review a project commenting on how they have achieved the objectives and how they would improve it if they had more time. • Develop detailed plans for work, explaining why selected tools and techniques are suitable for specific pieces of work.

PURWELL PRIMARY SCHOOL
WE DO OUR BEST ALL THE TIME

Progression of Skills: COMPUTING

MULTIMEDIA SOUND AND MOTION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Make choices, begin to notice and talk about the effect e.g. press buttons on a toy, make changes by clicking or dragging onscreen objects. • Explore simple tools which react to changes in temperature, light or sound e.g. an app which reacts when sound levels vary. • Begin to explore software which represents real life events e.g. click controls in an onscreen game.	• Make choices to produce different outcomes e.g. make and pause a sound recording; program a simple device.	• Use a range of computing tools to produce and modify work in different forms for a purpose e.g. with support combine words, images and sounds. • Explain the choices and decisions they made in work e.g. talk about how they programmed a floor turtle to follow a route.	• Use various tools within the software, understanding that these may improve appearance and aid accuracy and efficiency e.g. change the colours of a multimedia text to improve legibility. • Modify work in the light of comments from others e.g. add axis title to a graph after a learning partner said it was not clear what the graph signified. • Discuss how they use technology to create digital texts in and beyond school; be aware of digital texts in the wider world.	• Select and use specific tools within the software with the aim of improving design and aiding accuracy and efficiency e.g. include hyperlinks in a non-linear text to direct the reader to another page in the text, website or video clip. • Use peer and self-review to evaluate and improve work. • Begin to plan work, understanding how this helps them to improve what they produce and solve problems. • Discuss how technology is used to create digital texts in the wider world; compare to own production of digital texts in and beyond school.	• Justify choice of tools and techniques used to edit and enhance work e.g. explain how use of shortcuts improves use of graphic software. • Use blogs and wikis to develop the quality of information and ideas exchanged with others; checking for bias, accuracy and relevance e.g. comment on the accuracy of an entry in a class wiki. • Keep and review drafts; revisit previous drafts considering the effectiveness of changes. • Critically evaluate work using peer and self-review to modify and improve it e.g. discuss the changes they have made to a piece of work with learning partners and consider whether the changes were effective. • Plan work, justifying the choice of tools and techniques used to edit and enhance work.	• Discuss tools and techniques used; explain why particular ones are suitable for specific pieces of work e.g. compare the tools within three different presentation tools and explain why they chose one for a piece of work. • Take steps to ensure that information contributed to online spaces is high quality, accurate, unbiased, relevant and truthful e.g. check the information on a page of a class wiki using several different sources. • Describe how keeping and reviewing drafts is key to building critical awareness. • Critically evaluate work; identifying and implementing improvements and refinements e.g. review a project commenting on how they have achieved the objectives and how they would improve it if they had more time. • Develop detailed plans for work, explaining why selected tools and techniques are suitable for specific pieces of work.

PURWELL PRIMARY SCHOOL
WE DO OUR BEST ALL THE TIME

Progression of Skills: COMPUTING

HANDLING DATA

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Explore simple tools which react to changes in temperature, light or sound e.g. an app which reacts when sound levels vary. • Be aware that information exists in different forms. • With support, use technology to present information e.g. enter data into a pictogram.	• Use technology to detect environmental conditions e.g. use dataloggers to investigate loud and soft sounds. • Used varied technology to communicate and share ideas e.g. use simple software to create and modify digital images. • Know information exists in different forms and comes from different sources e.g. generate pictograms and bar charts to present data.	• Understand technology can capture environmental data e.g. record data using a set of sensors or a datalogger. • Use a range of computing tools to produce and modify work in different forms for a purpose e.g. combine words with images. • Use branching databases, pictograms or bar charts to organise and classify information e.g. classify minibeasts using a branching database. • Know that anyone may put information on the internet and such information may not be true; know to check with a trusted adult.	• Use various tools within the software, understanding that these may improve appearance and aid accuracy and efficiency e.g. change the colours of a multimedia text to improve legibility. • Modify work in the light of comments from others e.g. add axis title to a graph after a learning partner said it was not clear what the graph signified. • Use keyword searches to find information quickly. • Use sort and/or search to answer simple questions e.g. use the sort tool in a flat-file database to find the largest animal in the file. • Discuss how they use technology to create digital texts in and beyond school; be aware of digital texts in the wider world.	• Use peer and self-review to evaluate and improve work. • Turn questions into search criteria and use to find answers. • Begin to plan work, understanding how this helps them to improve what they produce and solve problems. • Use sort and search appropriately to answer questions, including those which require the use of more than one search criterion.	• Justify choice of tools and techniques used to edit and enhance work e.g. explain how use of shortcuts improves use of graphic software. • Use blogs and wikis to develop the quality of information and ideas exchanged with others; checking for bias, accuracy and relevance e.g. comment on the accuracy of an entry in a class wiki. • Keep and review drafts; revisit previous drafts considering the effectiveness of changes. • Critically evaluate work using peer and self-review to modify and improve it e.g. discuss the changes they have made to a piece of work with learning partners and consider whether the changes were effective. • Plan work, justifying the choice of tools and techniques used to edit and enhance work.	• Discuss tools and techniques used; explain why particular ones are suitable for specific pieces of work e.g. compare the tools within three different presentation tools and explain why they chose one for a piece of work. • Take steps to ensure that information contributed to online spaces is high quality, accurate, unbiased, relevant and truthful e.g. check the information on a page of a class wiki using several different sources. • Apply the school's e-safety rules consistently including copyright, personal data and data protection; encourage safe practice in others e.g. explain to younger children how to keep personal information private. • Develop detailed plans for work, explaining why selected tools and techniques are suitable for specific pieces of work.

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Progression of Skills: COMPUTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TECHNOLOGY IN OUR LIVES						
• Make choices, begin to notice and talk about the effect e.g. press buttons on a toy, make changes by clicking or dragging onscreen objects. • Engage in saving work. • Be aware that information exists in different forms. • Begin to explore software which represents real life events e.g. click controls in an onscreen game. • Be aware of some technology used in everyday life e.g. DVD, mobile phone, automatic doors etc. • Be aware they should be careful when using technology.	• Make choices to produce different outcomes e.g. pause a sound recording, program a simple device. • Used varied technology to communicate and share ideas e.g. use simple software to create and modify digital images. • With support, access work on the network; save in a prepared folder. • Know information exists in different forms and comes from different sources e.g. generate pictograms and bar charts to present data. • Investigate everyday uses of technology e.g. with an adult program a microwave to warm a drink. • Use technology safely and sensibly.	• Use a range of computing tools to produce and modify work in different forms for a range of purposes e.g. with support combine words and images. • Know that work is stored on the school's network; be aware of some areas in the network. • Identify some of the ways that everyday devices are programmed e.g. explain that if a sensor detects movement, it will turn the lights on. • Understand the need to use technology safely and respectfully. • Know that anyone may put information on the internet and such information may not be true; know to check with a trusted adult.	• Save and organise work in folders on the network; use appropriate file names. • Use keyword searches to find information quickly. • Demonstrate understanding of safe and appropriate practice; regularly use technology safely and responsibly. • Discuss how they use technology to create digital texts in and beyond school; be aware of digital texts in the wider world.	• Save and organise work in the correct areas on the network using appropriate file names and folder structures. • Consistently use technology safely and responsibly and sometimes encourage safe use by others. • Develop understanding of e-safety practices in online spaces e.g. use email and blogging tools appropriately, including maintaining own blog and commenting on blogs written by others.	• Save and organise work on and offline using appropriate resource names and structures e.g. save homework at the teacher's request, using an appropriate name in a folder they have created with an appropriate date. • Recognise acceptable behaviour online and offline.	• Save and organise work appropriately and efficiently, both on and offline e.g. create well organised folder structures for work and consider where they should save work to ensure it is accessible at home and at school. • Always promote and demonstrate good behaviour on and offline.

PURWELL PRIMARY SCHOOL
WE DO OUR BEST ALL THE TIME

Progression of Skills: COMPUTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CODING AND PROGRAMMING						
• Make choices, begin to notice and talk about the effect e.g. press buttons on a toy, make changes by clicking or dragging onscreen objects. • Explore simple tools which react to changes in temperature, light or sound e.g. an app which reacts when sound levels vary.	• Make choices to produce different outcomes e.g. pause a sound recording, program a simple device. • Understand algorithms to be a precise set of instructions; create a simple algorithm for a specific task e.g. building a brick tower. • Investigate everyday uses of technology e.g. with an adult program a microwave to warm a drink.	• Explain the choices and decisions they made in work e.g. talk about how they programmed a floor turtle to follow a route. • Understand the need to debug algorithms; create test/debug algorithms to achieve objectives e.g. debug and test an algorithm to draw a square. • Investigate patterns/rules in simple simulations; use this to predict outcomes in simulation e.g. 'if I shout the arrow will go up here.' • Identify some of the ways that everyday devices are programmed e.g. explain that if a sensor detects movement, it will turn the lights on.	• design, test and debug correctly-sequenced algorithms and programs to achieve specific goals, improving efficiency using repetition e.g. use a repeat instruction to improve a program to draw a square. • Use logical reasoning to predict the outcomes of programs. • Demonstrate understanding of safe and appropriate practice; regularly use technology safely and responsibly. • Understand and refer to the school's e-safety and copyright rules e.g. with partners create a simple e-safety song for younger children; search for images which are free to use. • Discuss how they use technology to create digital texts in and beyond school; be aware of digital texts in the wider world.	• Design, test, debug and refine correctly-sequenced algorithms and programs to solve problems, including, selection and repetition generally correctly, to improve efficiency e.g. simplify an algorithm by using selection. • Use logical reasoning to predict outcomes in programs and detect errors.	• Design, test, debug and refine algorithms and programs for physical and onscreen devices and systems; implement programs in several programming environments. • Use decomposition in algorithms and programs knowing it is key to precise design; begin to understand how variables can be used in programming e.g. break down a process to draw a shape and highlight how a variable could be used to specify the size of the shape. • Use logical reasoning to predict outcomes in programs and detect errors. • Plan work, justifying the choice of tools and techniques used to edit and enhance work.	• Critically review algorithms and programs for physical and onscreen devices and systems and adapt for different situations; use and compare different programming environments. • Understand how decomposition can support the design of algorithms and programs and the role of variables in programming; begin to use appropriately in own programs e.g. program a simple onscreen game and use a variable to keep the score. • Use logical reasoning accurately and consistently to detect and correct errors.

PURWELL PRIMARY SCHOOL
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Progression of Skills: COMPUTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ONLINE SAFETY						
• Be aware they should be careful when using technology. • Talk to an adult if any technology worries them.	• Use technology safely and sensibly. • Keep personal details private; know to tell a trusted adult if any technology makes them feel worried or uncomfortable.	• Understand the need to use technology safely and respectfully. • Know that anyone may put information on the internet and such information may not be true; know to check with a trusted adult.	• Develop understanding of e-safe practices in online spaces e.g. use email and blogging tools appropriately, including maintaining own blog and commenting on blogs written by others. • Demonstrate understanding of safe and appropriate practice; regularly use technology safely and responsibly. • Understand and refer to the school's e-safety and copyright rules e.g. with partners create a simple e-safety song for younger children; search for images which are free to use.	• Show a good understanding of e-safe practices in online spaces e.g. choose appropriate technology and approaches to exchange information and ideas with others. • Consistently use technology safely and sensibly and sometimes encourage safe use by others. • Show a good understanding of the school's e-safety rules for copyright, ownership and protection of personal data e.g. investigate the ownership of the images they wish to use and credit the sources in work.	• Recognise acceptable and unacceptable behaviour on and offline. • Demonstrate clear understanding of the school's e-safety rules including personal data, copyright and data protection; apply in work e.g. use appropriate pseudonyms when writing credits for a resource to be saved online.	• Always promote and demonstrate good behaviour on and offline. • Apply the school's e-safety rules consistently including copyright, personal data and data protection. • Encourage safe practice in others e.g. explain to younger children how to keep personal information private.

MUSIC
SKILLS PROGRESSION

WE DO OUR BEST ALL THE TIME

PURWELL PRIMARY SCHOOL
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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)	EXPRESSIVE ARTS AND DESIGN (BEING IMAGINATIVE)
Children sing songs, make music, dance and experiment with ways of changing them.	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
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.

PURWELL PRIMARY SCHOOL
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Progression of Skills: MUSIC

KS1 Skills	YEAR 1	YEAR 2	KS2 Skills	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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 won 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.

PURWELL PRIMARY SCHOOL
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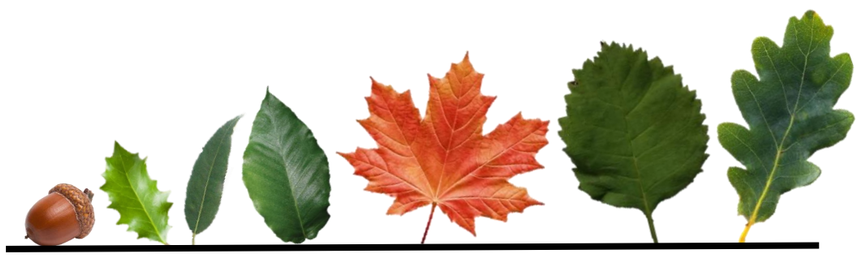
Progression of Skills: MUSIC

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

PURWELL PRIMARY SCHOOL
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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.

SPEAKING

EARLY LANGUAGE SKILLS

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.

INTERMEDIATE LANGUAGE SKILLS

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.

PROGRESSIVE LANGUAGE SKILLS

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.

PURWELL PRIMARY SCHOOL
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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.

PURWELL PRIMARY SCHOOL
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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.

PURWELL PRIMARY SCHOOL
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Progression of Skills: MODERN FOREIGN LANGUAGES

WRITING

EARLY LANGUAGE SKILLS	INTERMEDIATE LANGUAGE SKILLS	PROGRESSIVE LANGUAGE SKILLS
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 b 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 though units such as: 'At School', 'The Weekend' and 'The Vikings'.

PURWELL PRIMARY SCHOOL
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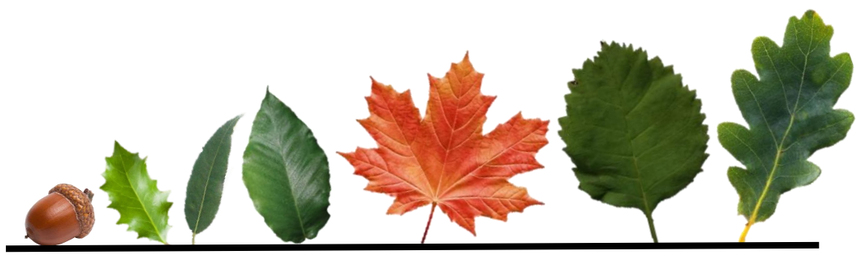
Progression of Skills: MODERN FOREIGN LANGUAGES

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 ow 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



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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.

YEARS 1- 6

SUGGESTED TOPIC DELIVERY OVERVIEW – YEAR BY YEAR BREAKDOWN

Suggested for years 1 *5-8 Resources*	Suggested for years 2 *5-8 Resources*	Suggested for years 3 *5-8 Resources*	Suggested for year 4 *8-11 Resources*	Suggested for year 5 *8-11 Resources*	Suggested for year 6 *8-11 Resources*
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
OUR WORLD	OUR WORLD	OUR WORLD	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

PURWELL PRIMARY SCHOOL

WE DO OUR BEST ALL THE TIME