



# Glenmere Community Primary School

## Progression of Skills Documents



# Science Skills Progression



National Curriculum objectives: In this unit, children will be taught to...	
<p>Year 1: KS1 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills: <a href="#">WS1 asking simple questions and recognising that they can be answered in different ways</a>  <a href="#">WS2 observing closely, using simple equipment and measurement</a>  <a href="#">WS3 performing simple tests</a>  <a href="#">WS4 identifying and classifying</a>  <a href="#">WS5 using their observations and ideas to suggest answers to questions</a>  <a href="#">WS6 gathering, recording and communicating data and findings to help in answering questions.</a>  <a href="#">WS7 use scientific language and read and spell age-appropriate scientific vocabulary</a>  <a href="#">WS8 begin to notice patterns and relationships.</a></p>	<p><u>Plants:</u>  P1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  P2 identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals, including Humans:</u>  AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores  AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  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.  <u>Everyday Materials:</u>  EM1 distinguish between an object and the material from which it is made  EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  EM3 describe the simple physical properties of a variety of everyday materials  EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.  <u>Seasonal Changes:</u>  SC1 observe changes across the four seasons  SC2 observe and describe weather associated with the seasons and how day length varies.</p>

National Curriculum objectives: In this unit, children will be taught to...	
<p>Year 2: KS1 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:  <a href="#">WS1 asking simple questions and recognising that they can be answered in different ways</a>  <a href="#">WS2 observing closely, using simple equipment and measurement</a>  <a href="#">WS3 performing simple tests</a>  <a href="#">WS4 identifying and classifying</a>  <a href="#">WS5 using their observations and ideas to suggest answers to questions</a>  <a href="#">WS6 gathering, recording and communicating data and findings to help in answering questions.</a>  <a href="#">WS7 use scientific language and read and spell age-appropriate scientific vocabulary</a>  <a href="#">WS8 begin to notice patterns and relationships</a></p>	<p><u>Living things and their habitats:</u>  LH1 explore and compare the differences between things that are living, dead, and things that have never been alive  LH2 identify that most living things live in habitats to which they are suited  LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats  LH5 describe how animals obtain their food from plants and other animals  LH6 understand a simple food chain, and identify and name different sources of food.  <u>Plants:</u>  P1 observe and describe how seeds and bulbs grow into mature plants  P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  <u>Animals including Humans:</u>  AH1 notice that animals, including humans, have offspring which grow into adults  AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  AH3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  <u>Uses of Everyday Materials:</u>  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  EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

National Curriculum objectives: In this unit, children will be taught to...	
<p>Year 3: Lower KS2 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <p>WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them</p> <p>WS2 setting up simple practical enquiries, comparative and fair tests</p> <p>WS3 making systematic and careful observations using notes and simple tables</p> <p>WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</p> <p>WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</p> <p>WS10 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>WS11 begin to look for naturally occurring patterns and relationships</p> <p>WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</p>	<p><u>Plants:</u></p> <p>P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>P3 investigate the way in which water is transported within plants</p> <p>P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>P5 know that plants make their own food</p> <p><u>Animals including Humans:</u></p> <p>AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they AH2 cannot make their own food; they get nutrition from what they eat</p> <p>AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rocks:</u></p> <p>R1 compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties</p> <p>R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>R3 recognise that soils are made from rocks and organic matter.</p> <p><u>Light:</u></p> <p>L1 recognise that they need light in order to see things and that dark is the absence of light</p> <p>L2 notice that light is reflected from surfaces</p> <p>L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>L4 recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>L5 find patterns in the way that the size of shadows change.</p> <p><u>Forces and Magnets:</u></p> <p>FM1 compare how things move on different surfaces</p> <p>FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>FM3 observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>FM5 describe magnets as having two poles</p> <p>FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>

National Curriculum objectives: In this unit, children will be taught to...	
<p>Year 4: Lower KS2 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <p>WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them</p> <p>WS2 setting up simple practical enquiries, comparative and fair tests</p> <p>WS3 making systematic and careful observations using notes and simple tables</p> <p>WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</p> <p>WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p><u>Living things and their habitats:</u></p> <p>LH1 recognise that living things (including those in the locality) can be grouped in a variety of ways</p> <p>LH2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>LH3 recognise that environments can change and that this can sometimes pose dangers to living things. <u>Animals including Humans:</u></p> <p>AH1 describe the simple functions of the basic parts of the digestive system in humans</p> <p>AH2 identify the different types of teeth in humans and their simple functions</p> <p>AH3 construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>States of Matter:</u></p> <p>SM1 explore a variety of everyday materials and develop simple descriptions of the states of matter</p> <p>SM2 compare and group materials together, according to whether they are solids, liquids or gases</p> <p>SM3 observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>SM4 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Sound:</u></p> <p>S1 identify how sounds are made, associating some of them with something vibrating</p> <p>S2 recognise that vibrations from sounds travel through a medium to the ear</p> <p>S3 find patterns between the pitch of a sound and features of the object that produced it</p> <p>S4 find patterns between the volume of a sound and the strength of the vibrations that produced it</p>

<p>WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</p> <p>WS10 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>WS11 begin to look for naturally occurring patterns and relationships</p> <p>WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</p>	<p>S5 recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Electricity:</u></p> <p>E1 identify common appliances that run on electricity</p> <p>E2 construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer</p> <p>E3 use their circuits to create simple devices</p> <p>E4 draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)</p> <p>E5 about precautions for working safely with electricity.</p> <p>E6 identify whether or not a lamp will light in a simple series circuit/</p> <p>E7 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>E8 recognise some common conductors and insulators, and associate metals with being good conductors.</p>
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<p>National Curriculum objectives: In this unit, children will be taught to...</p>	
<p>Year 5: Upper KS2 Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:</p> <p>WS1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>WS2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>WS3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>WS4 using test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>WS6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>WS7 explore and talk about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.</p> <p>WS8 recognise that scientific ideas change and develop over time.</p> <p>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.</p> <p>WS10 Pupils should read, spell and pronounce scientific vocabulary correctly.</p>	<p><u>Living things and their habitats:</u></p> <p>LT1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>LT2 describe the life process of reproduction in some plants and animals.</p> <p>LT3 raise questions about their local environment throughout the year.</p> <p>LT4 find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>LT5 find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p><u>Animals, including Humans:</u></p> <p>AIH1 describe the changes as humans develop to old age.</p> <p>AIH2 draw a timeline to indicate stages in the growth and development of humans.</p> <p>AIH3 learn about the changes experienced in puberty.</p> <p><u>Properties and changes of materials:</u></p> <p>PM1 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>PM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>PM4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>PM5 demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>PM6 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>PM7 explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>PM8 explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</p> <p><u>Earth and Space:</u></p> <p>ES1 describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>ES2 describe the movement of the Moon relative to the Earth</p> <p>ES3 describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>ES4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>ES5 learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</p> <p>ES6 understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <p><u>Forces:</u></p> <p>F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>F4 explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</p> <p>F5 explore the effects of friction on movement and find out how it slows or stops moving objects.</p>

F6 find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

National Curriculum objectives: In this unit, children will be taught to...

Year 6: Upper KS2 Working Scientifically 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.

Living things and their habitats:

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

LTH3 know that broad groupings, such as micro-organisms, plants and animals can be subdivided.

LTH4 should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).

LTH5 find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Animals, including Humans:

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

AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

AIH3 describe the ways in which nutrients and water are transported within animals, including humans. AIH4 explore questions to understand how the circulatory system enables the body to function.

AIH5 learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

AIH6 explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Evolution and Inheritance:

E1 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

E2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

E3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

E4 be introduced to the idea that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.

E5 appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer.

E6 find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Light:

L1 recognise that light appears to travel in straight lines

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

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

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

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.

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).

Electricity:

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

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

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

E4 construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.

E5 learn how to represent a simple circuit in a diagram using recognised symbols.



# Geography Skills Progression



Year	Location	Human and Physical Geography	Geographical Vocabulary	Skills
6	Identifying the tropics, the Arctic and Antarctic circles, Prime/Greenwich Meridian and time zones. Understanding one continent in depth and the earth within the solar system. <b>Save our planet</b>	Describe and understand key aspects of physical and human geography, including types of settlements and land use, economic activity, and the distribution of natural resources. Describe key aspects of physical geography including: biomes and vegetation belts. <b>Save our planet</b>	Understand and identify major climatic zones of the world, global warming, climatic extremes, jet stream, ocean currents and the gulf stream. <b>Save our planet</b>	Use primary and secondary sources of evidence in their investigations and investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided and analyse evidence and draw conclusions. Use OS maps and describe the features shown on them. Locate places on a world map and use topographical information to find further features. Recognise world maps as flattened globes. Use relative vocabulary to describe human and physical features in great detail.
5	The continents – major countries, mountain ranges, rivers, capital cities, oceans and seas. Identify the position and significance of longitude/latitude/Equator/N&S Hemispheres. <b>Extreme Earth</b> <b>Oceans Apart</b>	Understanding human and geographical similarities and differences of a region of the UK and a region within North or South America. Describe key aspects of physical geography including: volcanoes and earthquakes. <b>Extreme Earth</b> <b>Oceans Apart</b>	Use correct geographical language to describe the human and physical geography of a variation of countries and their features. <b>Oceans Apart</b>	Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided and analyse evidence and draw conclusions. Compare maps with aerial photographs, choosing maps for specific purposes. Begin to use atlases to find out about other features of places. Use relative vocabulary to describe different countries and their human and physical features.
4	Name and locate counties and cities of the UK, identifying their human and physical characteristics. <b>Our European Neighbours</b>	Understanding human and geographical similarities and differences of a region of the UK and a region in a European Country. Describe key aspects of physical geography including: climate zones and the water cycle. <b>Our European Neighbours</b>	Use the correct geographical language to describe counties and cities in the UK. <b>Our European Neighbours</b>	Collect and record evidence with some aid and analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. Locate places on larger scale maps and globes, identifying significant places and environments. Use relative vocabulary to describe key features of the UK's key cities and counties.
3	Locate the world's countries, and their major cities, with a focus on Europe and North and South America. <b>Food glorious food</b>	Understanding geographical similarities and differences of a region of the UK and a region of Europe, North or South America. Describe key aspects of physical geography including: rivers and mountains. <b>Food glorious food</b>	Describe a place using the correct geographical terms from within Europe, North or South America. <b>Chocolate Factory</b>	Investigate places and themes at more than one scale and begin to collect and record evidence. Analyse evidence and begin to draw conclusions. Locate places on larger scale maps e.g. maps of Europe, beginning to identify points on a map. Use relative vocabulary to describe key features of a place within Europe, North or South America.
2	Name, locate and identify characteristics of the 4 nations of Great Britain and Northern Ireland. <b>On your doorstep</b>	Understanding geographical similarities and differences of a small area of the UK, contrasted against a non-European country. Discuss climates in relation to the equator and North and South poles. <b>On your doorstep</b>	Describe a place outside of Europe by using key geographical words. <b>On your doorstep</b> <b>Sensational Safari</b>	Make simple comparisons between features of different places and make appropriate observations. Use simple compass directions (N/S/E/W). Use an infant atlas to locate places, naming the major features (Construct a basic map and key). Use aerial photographs to plan perspectives and recognise landmarks. Use relative vocabulary to describe key features. Use locational and directional language.
1	Locate the 7 continents and 5 oceans. <b>Under the sea</b>	Understanding human and physical geography of a small area of the UK. <b>Magical Mapping</b>	Understand the differences between hot and cold temperatures and clothing. <b>Around the world</b>	Make observations about where things are e.g. within school or local area and use sources of information to guide study. Use a simple picture map to make observations about a small area. Observe the local geography of the school grounds. Use relative vocabulary. Use directional language.
Pupils should be taught to following throughout year groups, regularly:		Children should develop their abilities to: Read maps (incl. understanding keys) Draw maps Understand direction <b>KS1</b> (N/E/S/W) <b>KS2</b> (N/NE/E/SE/S/SW/W/NW) Understand scale/distance and perspective		

# History Skills Progression



Year	Understanding British History	Historical Enquiry	Chronological Understanding	Early Civilisations	Skills	
6	Understand how several aspects of national history are reflected in the locality. (Local history study). <b>We'll fight them on the beaches</b>	Understanding how local history has been affected by past events. <b>We'll fight them on the beaches</b>	Know about the major people and events from a period of history and the order in which they happen. <b>We'll fight them on the beaches</b>	Compare and contrast a non-European society with British history. <b>Mayans</b>	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Summarise the major people and events from a period of history and the order in which they happen.	Sources
					Place current study on time line in relation to other studies Use relevant dates and terms. Sequence up to 10 events on a time line..	Sequencing
5	Investigate a period of time linked to Post-invasion Britain. ( <b>Anglo-Saxons/Scots</b> settlements). <b>Anglo Saxons/Vikings</b>	Understand how Britain has changed and developed since settlements were created (Christian conversion/art and culture...). <b>Anglo Saxons/Vikings</b>	Know about significant events and people through different periods of history. <b>Crime and punishment</b>	Identify how earlier civilizations have influenced modern day. <b>Anglo Saxons/Vikings</b>	Compare and evaluate accounts of events from different sources and discuss reasons for different versions of events, making and justifying ideas Begin to identify primary and secondary sources and use evidence to build up a picture of a past event. Create a timeline of significant events and people through different periods of history.	Sources
					Sequence several events and make comparisons between different times in the past.	Sequencing
4	Investigate a period of time linked to Invasion Britain. (Roman Empire). <b>Rampaging Romans</b>	Understand how Invasions of Britain have shaped the Britain we know today (Romanisation of Britain). <b>Rampaging Romans</b>	Know key events on a timeline using centuries. <b>Groovy Greeks &amp; Rampaging Romans</b>	Identify key events from earlier civilisations and the people involved. <b>Groovy Greeks &amp; Rampaging Romans</b>	Evaluate the usefulness of different sources of information and begin to use a variety of sources for information. Use evidence to build up a picture of a past event and choose relevant material to present a picture of one aspect of life in time past. Plot key events on a timeline using centuries.	Sources
					Sequence events studied on a timeline and use more complex terminology..	Sequencing
3	Understand about a period of time relating to pre-invasion Britain. (Stone age to Iron age). <b>Stone Age</b>	Be able to compare how time progressed through the different stages of pre-invasion Britain (technology/travel/religion ...). <b>Stone Age</b>	Know how Britain has influenced and been influenced by the wider world. <b>Tudors</b>	Identify and know a key event from an early civilisation. <b>Chocolate Factory</b>	Identify and give reasons for how the past is represented and compare different sources of information. Use a range of sources to find out about a period and select and record relevant information. Understand an event with global significance.	Sources
					Sequence several events and use dates and times related to the unit to show the passing of time.	Sequencing
2	To identify famous people who have influenced British history. <b>History Makers</b>	Comparing changes in time from our generation to grandparent's generation. <b>Shore-ly it's time for an ice-cream.</b>	Know about an event with national significance. <b>Great Fire of London.</b>	N/A	Compare people from the past and discuss the reliability of evidence. Use a source – observe or handle sources to answer questions about the past. Understand an event with national significance.	Sources
					Sequence events from different periods	Sequencing
1	To acknowledge famous people from British history. <b>Who do you think you are?</b>	To be able to understand personal change through time. <b>Christmas Past and Present</b>	Know about an event significant to the local area. <b>Giants and Castles</b>	N/A	Distinguish between fact and fiction Find answers to simple questions about the past from sources of information. Understand an event significant to the local area.	Sources
					Sequence events in their lives.	Sequencing
Pupils should be taught to following throughout year groups, regularly:		Interpret information Communicate knowledge and understanding Organise historical information and select information appropriate to the topic				

# Religious Education Skills

## Progression



	Foundation (Discovering)	Key stage 1 (Exploring)	Lower key stage 2 (connecting)	Upper key stage 2 (connecting)			
Topics	<p><b>Unit 1:</b> Which <b>stories</b> are special and why?</p> <p><b>Unit 2:</b> Which <b>people</b> are special and why?</p> <p><b>Unit 3:</b> Which <b>places</b> are special and why?</p> <p><b>Unit 4:</b> What <b>times</b> are special and why?</p> <p><b>Unit 5:</b> <b>Being special:</b> where do we belong?</p> <p><b>Unit 6:</b> What is special about <b>our world</b>?</p>	<p><b>Unit 1:</b> Who is a <b>Christian</b> and what do they believe?</p> <p><b>Unit 2:</b> Who is a <b>Muslim</b> and what do they believe?</p> <p><b>Unit 3:</b> Who is <b>Jewish</b> and what do they believe?</p> <p><b>Unit 4:</b> What can we learn from <b>Sacred books</b>?</p> <p><b>Unit 5:</b> What makes some <b>places</b> sacred?</p> <p><b>Unit 6:</b> How should we <b>care for others</b> and the world, and why does it matter?</p>	<p><b>Unit 1:</b> What do people <b>believe about God</b>?</p> <p><b>Unit 2:</b> Why is Jesus <b>inspiring</b> to some people?</p> <p><b>Unit 3:</b> Why do people <b>pray</b>?</p> <p><b>Unit 4:</b> Why are <b>festivals</b> important to religious communities?</p> <p><b>Unit 5:</b> What does it mean to be a <b>Hindu</b> in Britain today?</p> <p><b>Unit 6:</b> What can we learn from religions about deciding what is <b>right and wrong</b>?</p>	<p><b>Unit 1:</b> Why do some people <b>believe God exists</b>?</p> <p><b>Unit 2:</b> <b>What would Jesus do?</b> Can we live by the values of Jesus in the twenty-first century?</p> <p><b>Unit 3:</b> What do religions say to us when <b>life gets hard</b>?</p> <p><b>Unit 4:</b> God is everywhere. Why go to a <b>place of worship</b>?</p> <p><b>Unit 5:</b> What does it mean to be a <b>Muslim</b> in Britain today?</p> <p><b>Unit 6:</b> What matters most to <b>Christians and Humanists</b>?</p>			
Skills	<p>Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.</p> <p>Listen to and talk about stories.</p> <p>Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p> <p>reflect upon own feelings and experiences.</p> <p>use imagination and curiosity to develop appreciation and wonder of the world in which we live.</p>	<p><b>Year 1</b></p> <p>Remember a religious story and talk about it.</p> <p>Use the right names for things that are special to Christians, Muslims and Jews.</p> <p>Recognise religious art, symbols and words, and talk about them.</p> <p>Talk about things that happen to me.</p> <p>Talk about what I find interesting or puzzling.</p> <p>Talk about what is important to me and to other people.</p>	<p><b>Year 2</b></p> <p>Tell a religious story and say some things that people believe.</p> <p>Talk about some of the things that are the same and different for religions.</p> <p>Say what some Christian, Jewish and Muslim symbols stand for and say what some of the art is about.</p> <p>Ask about what happens to others with respect for their feelings.</p> <p>Talk about some things in stories that make people ask questions.</p> <p>Talk about what is important to me and to others with respect for their feelings.</p>	<p><b>Year 3</b></p> <p>Begin to describe what a believer might learn from a religious story.</p> <p>Start to describe some of the things that are the same and different for religious people.</p> <p>Use religious words related to the topic to describe some of the different ways in which people show their beliefs.</p> <p>Begin to compare some of the things that influence me with those that influence other people.</p> <p>Start to ask important questions about life and compare my ideas with those of other people.</p> <p>Link things that are important to me and other people with the way I think and behave.</p>	<p><b>Year 4</b></p> <p>Describe what a believer might learn from a religious story.</p> <p>Describe some of the things that are the same and different for religious people.</p> <p>Use religious words to describe some of the different ways in which people show their beliefs.</p> <p>Compare some of the things that influence me with those that influence other people.</p> <p>Ask important questions about life and compare my ideas with those of other people.</p> <p>Link things that are important to me and other people with the way I think and behave.</p>	<p><b>Year 5</b></p> <p>make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives.</p> <p>use the religious language accurately to describe and compare</p> <p>describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p> <p>ask questions about who we are and where we belong,</p> <p>ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religions</p> <p>ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions.</p>	<p><b>Year 6</b></p> <p>suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p> <p>describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities</p> <p>use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p> <p>give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion</p> <p>ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>

# Physical Education Skills

## Progression



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview		<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances, using simple movement patterns</li> </ul>		<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
Games		Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams		Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team-mates and opponents)		Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games	
Athletics	Running	Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running		Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance)		Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance	
	Jumping	Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve		Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance)		Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height	
	Throwing	Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve		Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)		Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others	
Dance	compose	Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance		Create dance phrases/dances to communicate an idea Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music		Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music	
	perform	Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)		Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting		Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact	
	appreciate	Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy		Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other's work -strengths and areas for improvement		Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and evaluate their own and others' work	
Outdoor & Adventurous activities	Orientation	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail Begin to work co-operatively with others		Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point		Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge	

	Communication	Plan and share ideas	Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous	Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
	Problem solving	Discuss how to follow trails and solve problems Select appropriate equipment for the task	Follow rules to keep self and others safe Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies
Gymnastics	sequence	Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together Stand and sit "like a gymnast"	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish	Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
	Balance	Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes	Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently	Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control
	Travel	Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)	Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus	Begin to take more weight on hands when progressing bunny hop into hand stand Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner
	jump	Bunny hop (transfer weight to hands) Explore shape in the air when jumping and landing with control (e.g. star shape)	Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action	Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing
	Roll	Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs straight Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)	Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll	Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions
Swimming & Water Safety			Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations	

# PSHE Skills Progression



Year	Health and Well-Being			Relationships		Living in the Wider World		Skills	
	Healthy lifestyles	Growing and Changing	Keeping safe	Feelings and emotions	Healthy Relationships and Valuing Difference	Rights and responsibilities	Money		
6	Know the risks and effects of legal and illegal substances Know the different influences on food and diet	Know about human reproduction in the context of the human lifecycle, including how a baby is made and how it grows as well as know the changes that happen at puberty	Know and understand the risk they will encounter as they have increased freedom and the right to protect their own body	Know the benefits of recognising/responding appropriately to our own and others' feelings	Know the consequences of their actions on themselves and others	Understand how laws are made and importance of basic human rights as well as the UN declarations on the Rights of the Child	Know about the importance of looking after money including managing loans and debts	Develop skills to make own choices about food, understanding what might influence their choices Know how to manage physical changes of puberty Know how to deal with different pressures, including peer pressure and media influence Know how to empathise with others who are experiencing difficult or challenging feelings	Health and Well Being
								Know how to use negotiation and compromise strategies to resolve disputes and conflicts Know how to maintain positive and healthy relationships and how to respond when a relationship is unhealthy	Relationships
								Recognise, evaluate and utilise strategies for managing influences, understanding how laws are made Know how to manage money being a critical customer	Living in the Wider World
5	Know what is meant by health, including physical, mental and emotional health – studying how media can distort images Know the risks and effects of legal and illegal substances	Know the male and female body parts associated with conception	Know the ways we become more independent and the risks they may encounter	Know how it feels when others respond appropriately or not appropriately to feelings	Know about the different types of relationships and what constitutes a positive, healthy relationship and when a relationship is unhealthy	Understand how laws are made and importance of basic human rights	Develop an initial understanding of concepts debt and tax	Know how to make informed choices that contribute to a balanced lifestyle Know how to manage physical changes of puberty Know how to demonstrate skills they can use if feeling pressurised	Health and Well Being
								Know how to respond positively to other's feelings Know how to respond to behaviour that is unacceptable	Relationships
								Know how to identify when basic human rights aren't being met Know how to manage money	Living in the Wider World
4	Understand what a balanced lifestyle includes and how it improves our health	Know about the changes that happen at puberty	Know the different risks in familiar situations as well as feeling negative pressure and how to manage them	Know that people experience a wider range of emotions	Know what makes a positive, healthy relationships, including friendships	Understand ways in which laws keep people safe, appreciating the importance of difference and diversity too	Know what is meant by interest and loan,	Know how to make healthy choices when it comes to lifestyle Know how to deal with a wider range of feelings, both good and not so good	Health and Well Being
								Know how to respond to how others are feeling Know how to work collaboratively towards shared goals. Understand everyone is equal and how to respond to those who bully	Relationships
								Know how to identify behaviour such as anti-social behaviour know the consequences Identifying when people need to save or borrow money Know about the role of money and ways of managing it	Living in the Wider World
3	Understand what makes a balanced lifestyle, including a balanced diet	Begin to know about the changes to bodies as people grow up	Know different risks, dangers and hazards in day to day life Know drugs that are common in everyday life	Know that people's bodies and faces can show their feelings	Know ways to solve disputes and conflict between themselves and their peers	Understand the links between laws and rules within school	Understand terminology loan and interest	Know how to use healthy habits Know how to deal with change over time, starting to recognise change in emotions Know how to keep themselves safe and use ways that negative pressure can be resisted	Health and Well Being
								Know how to identify when someone might need help with their feelings and who to talk to Know how to recognise bullying and understand stereotypes	Relationships
								Know how to get support and help when needed in situations where rights aren't being met or rules aren't being kept Describe and demonstrate some of the skills that are needed to raise/make money	Living in the Wider World
2	Know how to keep healthy and what can happen if unhealthy choices are made	Know how it feels when there is change or loss	Know ways to keep safe on the outside and feel safe on the inside	Know a list of feelings people experience	Know that hurtful teasing and bullying is wrong Know the importance of respect of differences and similarities between people.	Know that all living things have rights and responsibilities	Know where money comes from and what it is used for	Know how to make healthy choices Know how to describe ways they have grown and changed Know how to take steps to avoid or remove themselves from potential unsafe situations	Health and Well Being
								Know some ways to respond sensitively to how others are feeling Know how to recognise and spot hurtful teasing and bullying	Relationships
								Describe some of the different responsibilities in school Know how to keep money safe	Living in the Wider World
1	Know some of the things that keep bodies healthy	Know the correct names for the main parts of the body of boys and girls	Know rules for keeping safe	Know feelings they have had, both good and not so	Identify special people in their lives	Know what the different rules are	Recognise what money looks like	Know how to take make some healthy choices Know how to explain the similarities differences between boys and girls Know how to ask for help when worried or concerns	Health and Well Being
								Know how to use some ways to feel better if not feeling so good Know how to listen and play cooperatively and appropriately	Relationships
								Know how to follow the rules and understand how they help us Explain how money is obtained and how it can be used	Living in the Wider World

# Art and Design Skills Progression



Year	Sketching and Drawing	Painting	3d form	Printing	Textiles and Collage	Skills
6	To understand the importance of composition, scale and proportion in their work	Use techniques, colours, tones and effects in an appropriate way to represent things seen. E.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds	To produce intricate patterns and textures in a malleable media	To understand how to create intricate printing patterns by simplifying and modifying sketchbook designs.	To select materials needed to work collaboratively on a larger scale project.	Produce increasingly accurate drawings with concept of perspective. Carry out preliminary studies and test media and mix appropriate colours. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Create own abstract pattern to reflect personal experiences and expression Follow a design brief to achieve an effect for a particular function
5	To understand that different types of pencils can show texture in drawing and sketches.	To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	To compare the work of other sculptors and describe the techniques used.	To understand how to modify and adapt print.	To understand the need to return to work over longer periods of time and use a wider range of materials	Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Mix colours to express mood, divide foreground from background or demonstrate tones. Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. Interpret environmental and manmade patterns. Create patterns for a variety of purposes
4	To understand how movement is shown using outlining, sketching and shading.	To understand that different effects can be created by using a variety of colours, tools and techniques	To plan a sculpture through drawing and other preparatory work	To know how to print on fabrics using different techniques such as tie-dyeing.	Compare a variety of fabrics and stitches.	Make informed choices in drawing. Make and match colours with increasing accuracy. Show an understanding of space, shape and form in 3D art forms. Select the types of materials to print in order to achieve a desired effect. Experiment with using layers and overlays to create new colours/textures
3	To understand how pencils can shade in different ways and use other implements.	To understand that colours can complement each other to create new tints or tones.	To compare and recreate form of natural and manmade objects	To create printing blocks to show techniques	To add detail to work using different types of stitch, including cross-stitch	Plan, refine and alter drawings as necessary Mix a variety of colours and know which primary colours make secondary colours. Construct a simple clay base for extending and modelling other shapes. Explain the processes used to produce a simple print. Develop skills in stitching, cutting and joining.
2	To understand that sketching uses different grades of pencil.	To understand that tint and tone can change colours.	To identify and name a variety of malleable media to use to create a simple piece.	To know a variety of simple techniques to create patterns.	To understand how to join a variety of fabrics	Use different pencils, chalk and charcoal. Mix a range of secondary colours and experiment with shades and tones. Experiment with a range of rigid and malleable media. Design patterns of increasing complexity and repetition. Develop techniques to join fabrics and apply decorations such as a running or over stitch
1	To know how to create different lines and shapes using a variety of tools.	To understand which brush is needed to complete a painting.	To recognise that some materials can be manipulated, e.g clay.	To recognise patterns in the environment.	To understand how to sort and shape a variety of fabrics	Use a variety of tools to create lines and shapes. Recognise that secondary colours can be made using primary colours. To experiment with a range of malleable media. Practise creating patterns in the environment. To know how to thread a needle, cut, glue and trim material.
Pupils should be taught to following throughout year groups, regularly:		<p><b>Exploring and developing ideas</b> Select and record from first-hand observation, experience and imagination.</p> <p><b>Evaluate and develop work.</b> Compare own and others idea through evaluation and adapt their work accordingly to make improvements</p>				

# Design Technology Skills

## Progression



Year				
	Developing, planning and communicating ideas.	Working with tools, equipment and components to make quality products including food.	Evaluating processes and products.	Skills
6	To understand how to use detailed drawings to communicate ideas and model their ideas in a variety of ways.	Use techniques, tools and equipment confidently in a variety of ways.	To understand how to use tests to evaluate their product in order to make improvements and record these through drawings.	<p>Communicate their ideas through detailed labelled drawings and develop a design specification.</p> <p>Select appropriate tools, materials, components and techniques and use these to assemble components to make working models.</p> <p>Use tools safely and accurately and make modifications as they go along.</p> <p>Construct products using permanent joining techniques to achieve a quality product.</p> <p>Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests.</p>
5	To understand how to draw up a specification for their product.	To demonstrate a secure knowledge about tools, techniques and equipment.	To seek evaluation from others in order to make improvements to their own product.	<p>Generate ideas through brainstorming and identify a purpose for their product and draw up a specification for it.</p> <p>Select appropriate materials, tools and techniques and measure, mark out and cut accurately.</p> <p>Use skills in using different tools and equipment safely and accurately.</p> <p>Cut and join with accuracy to ensure a good quality finish to the product.</p> <p>Evaluate a product against the original design specification and evaluate it personally and seek evaluation from others.</p>
4	To understand how to plan what materials are needed to produce a product and be able to adapt if things are not as intended.	To understand how to use appropriate tools, equipment and techniques to create their product.	To identify any improvements to their product as it is being created and make these changes.	<p>Generate ideas, considering the purposes for which they are designing and make labelled drawing showing specific features.</p> <p>Measure, mark, cut and shape a range of materials using appropriate tools, equipment and techniques.</p> <p>Select and use appropriate tools and techniques for making their product.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Evaluate their work both during and at the end of the project.</p>
3	To understand how to create designs for an intended audience by modelling and communicating ideas.	To understand which tools and materials to select to create their product.	To compare their product with others and make suggestions on how to make improvements.	<p>Generate an idea for an item, considering its purpose and users.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Work safely and accurately with a range of tools.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Evaluate their product against original design.</p>
2	To understand how to develop their ideas through discussion, drawing and modelling.	To begin to understand which tools and materials to select to create their product.	To identify what is good about their product and make suggestions on how it can be improved.	<p>Generate ideas and draw on their own and other people's experiences.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials in order to make a product.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they can make.</p>
1	To understand how to create designs through drawings.	To understand which techniques are needed to create their product.	To identify what is good about their product.	<p>Draw on their own experiences to help generate ideas.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools, scissors and a whole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods.</p> <p>Evaluate their products by discussing its strengths and how well it works for its purpose.</p>

# Music Skills Progression



Year	Knowledge	SINGING & PERFORMING	PLAYING INSTRUMENTS	LISTENING	EXPERIMENTING CREATING & COMBINING	COMPOSING	TECHNICAL SKILLS	APPRECIATING & UNDERSTANDING	THE HISTORY OF MUSIC
6	<p>Play and perform in solo, duet and ensemble contexts, using their voices and playing musical instruments (tuned and un-tuned) with greater level of accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>Use and understand staff and other musical notations time element and worth including drawing, photographs, actual musical notation – understanding the note’s worth;</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>Incorporate into lessons an understanding of the history of music.</p>	<p>Maintain an independent part in a group or as a soloist when singing or playing</p> <p>Explore harmonies and melodies through engaging as a musician</p> <p>Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli</p> <p>Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies</p>		<p>Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment;</p> <p>become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass band, ‘pop’ group or Irish traditional group.</p>	N/A	<p>Demonstrate a good ability to plan, revise and refine material</p> <p>Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures</p>	<p>Use standard and invented notations as appropriate when working as a musician in a range of different contexts</p> <p>As appropriate, decode and encode short rhythmic patterns using standard and invented notation</p>	<p>Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Share opinions about music and be willing to justify these</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</p> <p>Learn about the lives and works of the great composers and musicians</p>
5	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Un-tuned and experiment with tuned) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>Improvise and compose music for a specific purposes using the topic related aspects of music;</p> <p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>Use and understand written musical notations, including drawings, photographs and actual musical notations – increasing understanding what each note means;</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>Develop an understanding of the history of music related to the subject areas within the curriculum for year 5.</p>	<p>Use voice, sounds, technology and instruments in creative ways and exploring new techniques</p> <p>Maintain a strong sense of pulse and recognise when going out of time</p> <p>Maintain good posture when singing/playing</p> <p>Sing and play with increasing control, confidence, expression and fluency</p> <p>Sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>		<p>Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment;</p> <p>become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass band, ‘pop’ group or Irish traditional group.</p>	N/A	<p>Use voice, musical instruments and music technology to experiment creatively with sounds, taking creative risks and justifying decisions</p> <p>Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (e.g. ostinato, drones, pentatonic melodies etc) Show an awareness of how different parts fit together</p>	<p>Use standard and invented notations as appropriate when working as a musician in a range of different contexts</p> <p>As appropriate, follow basic shapes of music (including standard and invented notation) through singing and playing short passages of music</p>	<p>Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context</p> <p>Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement and visual arts</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</p> <p>Learn about the lives and works of the great composers and musicians</p>
4	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (mainly un-tuned) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>Use and understand staff and other musical notations using drawings and photographs. Begin to understand musical notation;</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>Develop an understanding of the history of music linked to subject areas being taught.</p>	<p>Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p> <p>Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc)</p> <p>Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli</p> <p>Learn repertoire/musical ideas in different ways as appropriate (eg. aurally, copying, from simple notation)</p>		<p>Listen to and compare a wide repertoire of music</p> <p>Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created</p>		<p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p> <p>Organise music into simple structures showing awareness of the content and purpose</p>	<p>Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms from standard notation (crotchets, quavers) and basic changes in pitch within a limited range</p>	<p>Listen to live and recorded music from a wide range of influences, responding appropriately to the context</p> <p>Discuss how the elements of music are used in pieces from different periods, styles and cultures</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</p> <p>Learn about the lives and works of the great composers and musicians</p>

3	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;          Improvise and compose music for a range of purposes using the inter-related dimensions of music;          Listen with attention to detail and recall sounds with increasing aural memory;          Use and understand staff and other musical notations using pictures and photographs;          Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;          Develop an understanding of the history of music.</p>	<p>Sing and play appropriate material confidently and fluently          Be aware of posture when singing and playing          Accurately maintain a pulse          Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc          Coordinate words and actions when singing/moving to music. Suggest and try out suitable actions/movements          Demonstrate a good level of control and expression when singing</p>		<p>Listen to and compare a wide repertoire of music          Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created</p>		<p>Create simple rhythmic patterns, melodies and accompaniments          Manipulate sounds, music and structures to explore changes to the 'inter-related dimensions' of music</p>	<p>Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations, physical movements etc          Begin to recognise how short rhythmic patterns found in speech have a musical 'rhythm' and how this relates to basic symbols</p>	<p>Listen to live and recorded music from a wide range of influences, responding appropriately to the context</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions          Learn about the lives and works of the great composers and musicians</p>
2	<p>Use their voices with greater expression and creatively by singing songs and speaking chants and rhymes;          Play tuned and un-tuned instruments musically;          Listen with concentration and understanding to a range of high-quality live and recorded music;          Experiment with, create, select and combine sounds using the inter-related dimensions of music – using syllables effectively to support understanding of how music is structured and combined.</p>	<p>Sing new repertoire increasingly in tune within a limited pitch range. Pitch small intervals with a good degree of accuracy          ☑ Perform songs, chants and rhymes with a good sense of pulse and rhythm          ☑ Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing</p>	<p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation          Demonstrate awareness of others, recognise the importance of their own and others' contribution to when developing music</p>	<p>Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses.</p>	<p>Creatively experiment with different ways to produce and change sound          Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context</p>				
1	<p>Use their voices to be expressive and creative by singing songs and speaking chants and rhymes, repeated songs (follow-my-lead) and songs linked with curriculum areas;          Play tuned and un-tuned instruments demonstrating some musicality;          Listen with growing concentration and understanding to a range of high-quality live and recorded music;          Experiment with, create, select and combine sounds using the inter-related dimensions of music – using syllables to support understanding.</p>	<p>Sing and play with expression, from memory and using simple notations as appropriate          Develop ability to internalise a steady pulse – eg. 'sing' short extracts 'in your head'          ☑ Begin to recognise rhythmic patterns found in speech eg. saying/chanting names, counting syllables in names etc</p>	<p>Explore sounds and music through play          Join in and stop as appropriate          Contribute to performance on a range of given and chosen instruments          Begin to perform appropriate material with a good sense of pulse and rhythm</p>	<p>Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses.</p>	<p>Enjoy making, playing, changing and combining sounds; try out different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc)</p>				