



KINGSNORTH PRIMARY SCHOOL



SKILLS PROGRESSION



	EYFS		BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6
SCIENCE	<p>RELEVANT ELGS Understanding the World:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	Planning	<p>Children can explore the world around them and raise their own questions.</p> <p>They consider and begin to recognise ways in which they might answer scientific questions.</p>	<p>Children ask relevant questions and use different types of scientific enquiries to set about answering their questions, based on their own decisions.</p> <p>Children recognise when a simple fair test is necessary and help decide how to set it up.</p> <p>Pupils are able to talk about criteria for grouping, sorting, classifying and use simple keys.</p> <p>Children consider how secondary sources might assist when answering questions that cannot be answered through practical investigations.</p>	<p>Children plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Children use careful selection to plan the most appropriate type of scientific enquiry to answer questions.</p> <p>Can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Children recognise when secondary sources will be most useful to research their ideas and can start to separate opinion from fact.</p>
	Carrying Out	<p>Children ask people questions and use simple secondary sources to find answers.</p> <p>Children notice changes over time through close observation, using simple equipment.</p>	<p>Children set up simple practical enquiries, comparative and fair tests.</p> <p>Children make systematic and careful observations.</p> <p>Equipment is used accurately and carefully as appropriate, for example using thermometers and data loggers, to assist with making systematic and careful observations.</p>	<p>Children use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.</p> <p>Own decisions are made regarding what observations and measurements to make.</p>	
	Interpreting and Evaluating	<p>Children use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p> <p>From their own observations, children notice simple patterns and relationships.</p>	<p>Children look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Children learn how to use new equipment, such as data loggers, appropriately.</p> <p>With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, they should identify new questions arising from the data, making values within or beyond data collected.</p>	<p>Children look for different casual relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Children can talk about how scientific ideas have developed over time.</p> <p>Children can analyse the accuracy of any data and results, understanding the need to repeat experiments as necessary.</p>	
	Recording and Presenting Data	<p>Children use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data and talk about what they found out and how they found it out.</p> <p>With help, children record and communicate their findings in a range of ways using simple scientific language.</p>	<p>Children collect data from their own observations and measurements using notes, simple tables and standard units.</p> <p>Recording and analysing data is developed from pupils' own ideas.</p> <p>Pupils use relevant scientific language to discuss and communicate ideas for different audiences.</p>	<p>Choice of recording is made from a range of familiar approaches.</p> <p>Results are used to identify when further tests and observations might be needed.</p> <p>Scientific language and illustrations are used to discuss, communicate and justify scientific ideas.</p>	



RE SKILLS PROGRESSION

		EYFS	BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6
RE	RE THINKING SKILLS: EXPECTED	<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Outline clearly</p> <p>Give examples of ways</p> <p>Express thoughtfully</p> <p>Present different views</p> <p>Express their own understanding</p> <p>Explain the impact</p> <p>Express ideas</p> <p>Explain some similarities and differences between</p> <p>Explain some reasons why</p> <p>Make connections between</p> <p>Suggest some reasons why</p> <p>Describe and reflect</p>
	RE THINKING SKILLS: EXCEEDING	<p>Say why something is special</p> <p>Retell a simple story</p>	<p>Make links between what a religion taught and what they believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about a particular religion in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>	<p>Explain how different faiths can disagree and interpret things differently</p> <p>Explain the links between ... giving reasons why</p> <p>Enquire into ... using evidence and examples</p> <p>Interpret a range of ...</p> <p>Investigate and explain ... expressing their own ideas</p> <p>Examine the title question from different perspectives including their own.</p> <p>Apply ideas ..</p> <p>Consider and evaluate</p>
	ELEMENT 1: MAKING SENSE OF THE TEXT		<p>Recognise that there are different parts of the 'big story' of the Bible (God, Creation etc)</p> <p>Identify at least two types of texts from the Bible e.g. a parable or a gospel account.</p> <p>Tell stories from the Bible and recognise a link with a concept such as Creation.</p> <p>Give clear, simple accounts of what the texts mean to Christians.</p>	<p>Order at least five key concepts within a timeline of the 'big story'.</p> <p>List two distinguishing features of at least three different types of biblical text.</p> <p>Make clear links between biblical texts and the key concepts studied.</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</p>	<p>Outline the timeline of the 'big story'.</p> <p>Identify at least five different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and the key concepts studied, using theological terms.</p> <p>Taking account of the context, suggest meanings for biblical texts studied and compare with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p>
	ELEMENT 2: UNDERSTANDING THE IMPACT		<p>Give at least 3 examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their own lives and church communities.</p> <p>Give at least 3 examples of how Christians put their beliefs into practice in Worship.</p>	<p>Make simple links between Bible texts and concepts and how Christians live in their lives and church communities.</p> <p>Describe how Christians show their beliefs in worship and in the way they live.</p>	<p>Make clear connections between Bible texts and concepts with Christians' beliefs, how they worship and behave in their lives and church communities.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>



	<p>ELEMENT 3: MAKING CONNECTIONS</p>		<p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<p>Raise questions and suggest answers about how far the Big Ideas explored in the Bible might make a difference to how pupils think and live. Make links between the stories and teachings in the Bible and life in the world today.</p>	<p>Identify ideas arising from their study of texts, and comment on how far these are helpful or inspiring, justifying responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>
	<p>GOD</p>	<p>SEE CREATION</p>	<p>Pupils will know that: Christians believe in God and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King and there are stories to show this. Christians worship God and try to live in ways that please him.</p>	<p>Pupils will know that: Christians believe God is Trinity. Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. Christians find that understanding God is challenging: people spend their whole lives learning about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors.</p>	<p>Pupils will know that: Christians believe God is omnipotent, omniscient and eternal and this means God is worth worshipping. Christians believe God is both holy and loving and Christians have to balance these ideas. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path through the Bible and Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.</p>
	<p>CREATION AND FALL</p>	<p>Children will know that: The word God is a name. Christians believe God is the Creator of the universe. Christians believe God made out wonderful world and so we should look after it.</p>	<p>Pupils will know that Christians believe: God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p>	<p>Pupils will know that Christians believe: God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story about how humans spoiled their friendship. This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him. Christians show that they want to be close to God too, through obedience and worship.</p>	<p>Pupils will know that: There is much debate/controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These relate to the purpose and interpretation of the texts. There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
	<p>PEOPLE OF GOD</p>			<p>Pupils will know that: The Old Testament tells the story of a particular group of people, the children of Israel (People of God) and their relationship with God. The People of God try to live in the way God wants. They believe he promises to stay with them and the Bible shows how God keeps his promises. The Old Testament explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God.</p>	<p>Pupils will know that: The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and bring freedom to others. Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God.</p>



	INCARNATION	<p>Children will know that: Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Pupils will know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible shows the birth was extraordinary and that Jesus came to bring good news. Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming.</p>	<p>Pupils will know that: Christians believe Jesus is one of the three persons of the Trinity. Christians believe the Father creates, he sends the Son who saves his people, the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Pupils will know that: Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' – a messiah. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think this). Christians see Jesus as their Saviour.</p>
	GOSPEL		<p>Pupils will know that: Christians believe Jesus brings good news. For Christians, this good news includes being loved by God and being forgiven. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Pupils will know that: Christians believe Jesus challenges everyone about how to live. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God and your neighbour. Christians try to be like Jesus – they want to know him better. Christians try to put his teaching and example into practice.</p>	<p>Pupils will know that: Christians believe the good news is not just about setting an example for behaviour but it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings cut across expectations (Sermon on the Mount). Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. Christians believe that they should bring this good news to life in the world in different ways.</p>
	SALVATION	<p>Children will know that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.</p>	<p>Pupils will know that: Easter is important in the 'big story'. Jesus showed he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>Pupils will know that: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week were important in showing the disciples what Jesus came to Earth to do. Christians today trust that Jesus really did rise from the dead and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Pupils will know that: Christians read the 'big story' of the Bible as pointing out the need for God to save people. The Gospels give accounts of Jesus' death and resurrection. The New Testament says the death was 'for us'. Christians interpret this in a variety of ways. Christians remember Jesus' sacrifice through Holy Communion. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God and that death is not the end. Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and their faith.</p>
	KINGDOM OF GOD			<p>Pupils will know that: Christians believe that Jesus inaugurated the 'Kingdom of God'. Christians believe Jesus is still alive, ruling in their hearts and lives through the Holy Spirit. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>Pupils will know that: Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus and subsequently through the lives of Christians who live in obedience to God. The parables suggest that there will be a future Kingdom where God's reign will be complete. The Kingdom is compared to a feast where all are invited to join in, but not everyone chooses to. Many Christians try to extend the Kingdom of God by challenging unjust social structures in the world.</p>



HISTORY SKILLS PROGRESSION

EYFS		YEAR 1	YEAR 2	YEAR 3/4	YEAR 4/5	YEAR 6
HISTORY	<p>RELEVANT ELGS</p> <p>PEOPLE AND COMMUNITIES:</p> <p>Children talk about past and present events in their own lives and the lives of their family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Chronological understanding</p> <p>I know the difference between 'present' and 'past'. I can place a few events and objects in order. I can use everyday words to show time passing.</p>	<p>I can place several events and objects in order and use time connectives to explain the relationship between them. I can use everyday historical terms.</p>	<p>I recognise that the past can be divided into different periods of time. I recognise some similarities and differences between different periods of time. I can use dates and historical terms to identify different periods of time.</p>	<p>I can identify changes within and across different time periods and am beginning to identify trends over time.</p>	<p>I can describe and make links between the features of past societies and periods, and identify trends over time.</p>
	<p>Knowledge and understanding of events, people and changes in the past</p>	<p>I know and can recount simple stories about the past.</p>	<p>I can describe ways in which my life is similar to and different from the lives of people in the past. I can show knowledge and understanding of some of the main events and people I have learnt about. I am beginning to give reasons why people in the past behaved as they did.</p>	<p>I show knowledge and understanding of the events, people and changes I have learnt about. I am beginning to give reasons for, and explain the results of main events and changes. I can answer questions about changes, similarities, differences and causes in aspects of History I am learning about.</p>	<p>I show factual knowledge and understanding of aspects of the history of Britain and the wider world. I can describe characteristic features of past societies and periods. I can give reasons for, and explain the results of main events and changes. I am beginning to devise questions about changes, similarities, differences and causes in aspects of History I am learning about.</p>	<p>I show some detailed factual knowledge and understanding of aspects of the history of Britain and the wider world. I can make links between, give reasons for, and explain the results of main events and changes. I can devise historically valid questions about changes, similarities, differences and causes in aspects of History I am learning about.</p>
	<p>Historical interpretations</p>		<p>I am beginning to identify some of the ways in which the past is represented.</p>	<p>I can identify some different ways in which the past is represented.</p>	<p>I understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>I can suggest reasons why some events, people and changes have been interpreted in different ways.</p>
	<p>Historical enquiry</p>	<p>I can find answers to simple questions about the past.</p>	<p>I can ask simple questions about the past. I am beginning to identify some of the ways in which the past is represented.</p>	<p>I can use inference and deduction to answer questions about the past.</p>	<p>I can thoughtfully select and combine information from different sources. I am beginning to evaluate the usefulness and reliability of sources.</p>	<p>I can evaluate sources and identify those that are useful for particular tasks.</p>
	<p>Organisation and communication</p>				<p>I can structure my work by making appropriate use of dates and historical terms.</p>	<p>I can thoughtfully select and organise information, making appropriate use of dates and historical terms.</p>



GEOGRAPHY SKILLS PROGRESSION

EYFS		KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2	
GEOGRAPHY	<p>RELEVANT ELGS</p> <p>THE WORLD:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about the changes.</p>	Human	<p>Identify the school on an aerial map.</p> <p>Understand key human features, such as city, town, factory, harbour etc.</p> <p>Understand and identify the different jobs people living in the local area might do.</p> <p>Ask geographical questions such as <i>what is it like to live in this place? How is this place different to where I live?</i></p> <p>Study similarities and differences in human geography of a small area of the UK and a small area of a contrasting non-European country.</p> <p>Show knowledge, skills and understanding in studies at local scale.</p> <p>Show an awareness of places beyond their own locality.</p> <p>Recognise how people effect the environment.</p>	<p>Study how human geography in the immediate locality has changed over time, giving reasons for the changes. Explore ancient settlements, posing relevant questions such as <i>why did ancient civilisations choose to settle here?</i></p> <p>Relate land use and trade to settlements.</p> <p>Study maps of Anglo Saxon and Viking settlements.</p> <p>Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Ask and answer questions about the effect of people of the environment through own knowledge and self-conducted research.</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p>	<p>Undertake a study on trade.</p> <p>Fair/unfair distribution of resources (Fairtrade). Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from.</p> <p>Discuss and debate fair trade.</p> <p>Generate solutions and promote ethically sound trade. Examine how local land and economy was used in Victorian times.</p> <p>Investigate local Victorian trade links and compare to today.</p> <p>Explain changes in how land has been used and economy has developed.</p> <p>Reflect on the impact trade has on an area and generate ideas for cause and effect.</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Form and develop opinions based on traffic survey e.g. Do the pupils like/ dislike the road/ street.</p> <p>Make comparisons with another busier/ quieter street/ road</p> <p>Make suggestions and reflect on own beliefs.</p> <p>Design and carry out a survey of the views of people in the high street.</p> <p>Use local maps to find other routes traffic might take.</p> <p>Report on the effects of environmental change on themselves and others.</p>
	Locational	<p>Name, locate and identify <i>characteristics</i> of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name some main towns and cities in the UK. Identify NSEW.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand difference between countries/continents and islands.</p> <p>Identify Equator, northern and southern hemispheres</p> <p>Compare size/population/plants and animals/climate of continents.</p> <p>Locate and name some of the world's major rivers and mountain ranges.</p> <p>Use appropriate geographical language.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</p> <p>Study maps to make deductions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas, weather patterns.</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.</p> <p>Make connections between the Equator and the tropics and Africa.</p> <p>Identify largest urban areas in Africa and the deserts/plains etc.</p> <p>Compare 2 different regions in Africa, rural/urban.</p>	<p>Depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 3 key areas of the UK to compare.</p> <p>Use maps to locate features.</p> <p>Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Identify/revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Explain how time zones work and plan a journey to another part of the world that takes account of time zones.</p>	



		<p>Physical</p>	<p>Examine and understand the seasonal and daily weather patterns in the UK, using weather charts and symbols to explore and ask questions. Make observations and record features around the school/local woodland and compare with coastal areas. Make suggestions for the causes of differences in physical geography. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Use basic geographical vocabulary to refer to key physical features.</p>	<p>Locate places in world with volcanoes occur. Understand and communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements, trade, economy. Identify similarities and differences between this region (European) and a region of the UK. Understand the term 'climate zones' and identify some differing ones. Research the causes of global warming and its implications, particularly for Antarctica. Understand and Identify different biomes.</p>	<p>Use the language of rivers e.g. erosion, deposition, sediment, transportation. Explore how rivers are formed and how and why their routes change naturally and by human intervention. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.</p>
		<p>Map Skills And Field Work</p>	<p>Create a simple map of the classroom. Create a simple map of the school building and grounds to help a new child joining the school. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Identify longest/shortest routes.</p>	<p>Compare old (from a range of time periods) and current day maps of Ashford. What has changed? What has stayed the same? Why? Make an aerial plan/map of Kingsnorth school within the surrounding area of Kingsnorth. Understand the 8 compass points and use them to identify points on a map. Begin to use 4 figure grid references to locate and describe position. Measure distances. Recognise some basic OS symbols. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa. Identify main environmental regions, key physical and human characteristics, and major cities, oceans etc. Use 4 figure grid references to read maps. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Study maps and pictures of Victorian Ashford. Compare and contrast photos and maps from today. Create scaled map of school within local area, using OS symbols. Understand similarities and differences in the geography of the UK, a European country and a region in North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



ART SKILLS PROGRESSION

EYFS		BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6
ART	<p>RELEVANT ELGS</p> <p>EXPRESSIVE ARTS AND DESIGN:</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Explore and Develop Ideas</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about artwork. Explore differences and similarities with artists in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imaginative and explore ideas for different purposes. Question and make thoughtful observations about existing art work and artists to help develop own ideas. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imaginative and explore ideas for different purposes. Question and make thoughtful observations about existing art work and artists to help develop own ideas. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
	<p>Evaluate</p>	<p>Review what they and others have done by saying what they think and feel about the art. Identify what they might change in their current work, or develop in the future.</p>	<p>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 the views of others and describe how to develop further. Annotate work in a sketchbook.</p>	<p>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 the views of others and describe how to develop further. Annotate work in a sketchbook.</p>
	<p>Drawing</p>	<p>Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, 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. Draw for a sustained period of time from the figure and real objects, including singular and grouped objects. Experiment with visual elements; line, shape, pattern and colour.</p>	<p>Make informed choices in drawing. 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, like and texture.</p>	<p>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.</p>
	<p>Painting</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint. Create different textures. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques including layering, mixing media and scraping. Name different types of paint and their properties. Work on a range of scales. Mix and match colours using artefacts and objects.</p>	<p>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.</p>	<p>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 including those researched independently. Show an awareness of how paintings are created (composition).</p>



		<p>Printing</p>	<p>Make marks in print with a variety of natural and man made objects. Carry out different printing techniques using a range of materials. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p>	<p>Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing. Research, create and refine a print using a variety of techniques. Select broadly the kind of materials to print with in order to get desired effect.</p>	<p>Choose the printing method appropriate to the task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry, or random printing styles. Describe varied techniques. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently compared to younger year groups.</p>
		<p>Textiles / Collage</p>	<p>How to thread a needle, cut, glue and trim material. Create images from imagination, experience of observation. Use a wide variety of media and techniques such as weaving, French knitting, tie-dye, applique and embroidery. Make a simple mosaic. Stich, knot and use other manipulative skills.</p>	<p>Use a variety of techniques. Name the tools and materials they have used. Combine skills more readily. Refine and alter ideas and explain choices using art vocabulary. Collect visual information from a range of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work with specified techniques. Use a range of media to create collage. Use different techniques, colours and textures when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p>
		<p>3D Form</p>	<p>Manipulate clay in a variety of ways. Explore sculpture with a range of malleable media. Experiment with, construct and join recycled, natural and man made materials. Explore shape and form. Understand the safety and basic care of materials and tools.</p>	<p>Join clay adequately and work reasonable independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier-mache object. Plan, design and make models. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>



DESIGN TECHNOLOGY SKILLS PROGRESSION

EYFS		BY END OF YEAR 2	BY END OF YEAR 4	BY END OF YEAR 6	
DESIGN TECHNOLOGY	<p><u>RELEVANT ELGS</u></p> <p>UNDERSTANDING THE WORLD:</p> <p>Children recognise that a range of technology is used in places such as home and schools. Children select and use technology for particular purposes.</p> <p>EXPRESSIVE ARTS AND DESIGN:</p> <p>Children use what they have learnt about media and materials in original ways, thinking about users and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	Develop / Plan / Communicate Ideas	<p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they intend to design and make.</p> <p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they intend to design and make.</p>	<p>To identify a purpose and establish criteria for a successful product.</p> <p>To generate ideas for an item, considering its purpose and user/s.</p> <p>To make labelled drawings from different views showing specific features.</p> <p>To plan the order of work before starting, using a system such as the TASC Wheel and adult support.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail.</p>	<p>To generate ideas through brainstorming and identify a purpose for their product.</p> <p>To communicate ideas through detailed drawings.</p> <p>To draw up a specification for their design, developing a clear idea of what has to be done, planning how to use materials, equipment and processes.</p> <p>Suggesting alternative methods of making, if first attempts fail.</p> <p>Model ideas in different ways in order to communicate aspects of design proposals.</p> <p>Use TASC wheel to guide own process.</p>
	Creating	<p>To model ideas in card and paper.</p> <p>To develop designs applying findings from earlier research.</p> <p>To make designs using appropriate techniques. With help, measure, mark out, cut and shape a range of materials.</p> <p>To identify simple design criteria.</p> <p>To make simple drawings and label parts.</p> <p>Begin to select tools and materials; use vocabulary to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p>	<p>To select appropriate tools and techniques for making their product.</p> <p>To select appropriate materials, tools and techniques.</p> <p>Use labelled drawings to assist the making process.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Evaluate products according to design criteria.</p>	<p>To accurately measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>To join and combine materials and components accurately in temporary and permanent ways.</p> <p>Assemble components to make working models.</p> <p>Use tools safely and accurately.</p> <p>Evaluate products according to own success criteria.</p>	



PE SKILLS PROGRESSION

KEY STAGE ONE SKILLS

EYFS		YEAR 1		YEAR 2	
PE – EYFS	RELEVANT ELGS Experiment with different ways of moving. Jump off an object and land appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to build a repertoire of songs and dances. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Shows some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	PE – KS1	Throwing and Catching	Can throw underarm/overarm Can throw / catch a variety of different size and weight balls	Can catch / accurately throw, whilst moving, a variety of different sized and weight balls using a range of styles. Can use different throwing techniques to shoot at targets. Can catch / throw a range of other PE equipment
	Sending and Receiving		Can dribble / pass / receive a ball using a range of body parts. Can shoot at a target using rolling and kicking.	Can dribble / pass / receive a ball using a variety of equipment. Can shoot at a target using a variety of equipment. Can use the equipment correctly and safely.	
	Attacking and Defending		Can identify and find space Can show understanding of basic attacking / defending principles Can show understanding of basic tactics in a game. Can weave in and out of stationary objects at pace.	Can demonstrate basic attacking and defending principles. Can demonstrate basic tactics in a game. Can make in game decisions about space and act on them accordingly.	
	Gymnastics: Travel and Shapes		Create a curled / stretched shape and travel in that shape on the floor. Demonstrate a bunny hop, travelling forwards, with correct form and technique. Effectively replicate a 3-piece sequence incorporating 3 different components. Execute an egg roll with correct form and technique. Travel alternating from 2 feet to 1 foot with correct form and technique.	Create a curled / stretched shape and travel over the apparatus in that shape. Effectively replicate a 5-piece sequence, incorporating 4 different components. Execute a log roll / pike shape / straddle shape with correct form and technique.	
	Gymnastics: Balances and Jumps		Create basic balances with a partner, with a different number of body parts on the floor. Effectively replicate a 3-piece sequence, incorporating 3 different components. Execute a full turn/half turn with correct form and technique on the mat. Replicate a number of different shapes using the body.	Create a group balance with 3 people, with all being linked together in some way. Effectively replicate a 5-piece sequence, incorporating 4 different components. Execute a star jump with correct form and technique. Execute a straight jump from apparatus with a safe and secure landing.	
	Striking and Fielding		Can demonstrate the correct grip and stance with a range of equipment Can demonstrate an understanding of how to stay safe when others are using striking equipment Can pick up and throw a stationary ball in one movement. Can strike a ball accurately along the floor.	Can pick up and throw a moving ball in one movement. Can run safely with equipment in a range of sport specific ways. Can strike a ball accurately over varying distances and off a tee using a range of equipment.	
	Net and Wall		Can demonstrate control of a racket when balancing objects on it. Can demonstrate the correct technique when holding a racket. Can serve a ball over a net using suitable body parts. Can use a backhand/forehand technique to push a stationary ball along the floor.	Can return a ball over a net using suitable parts of the body. Can serve a ball over a net, into a specific area, using suitable body parts. Can use a backhand/forehand technique to push a moving ball along the floor.	
	Athletics		Adjust running pace smoothly. Can demonstrate a variety of jumping styles. Can describe the effect of throwing from sitting, kneeling or standing. Can perform hop and jump combinations with balance and control. Can throw and retrieve equipment safely.	Can accelerate from a variety of static positions and explain the differences. Can demonstrate the ability to change speed. Can hop for distance. Can jump from side to side with balance, speed and rhythm. Can run/jog at a consistent pace for a few minutes.	
	Dance		Perform dances using simple movement patterns.		



KEY STAGE TWO SPORTS SPECIFIC SKILLS

		YEAR 3	YEAR 4	YEAR 5	YEAR 6
PE – KS2	Athletics	Demonstrate a good running posture. Accelerate and decelerate rapidly. Jump for distance from two feet to two feet. Demonstrate correct technique for throwing a vortex.	Maintain a good running technique when sprinting over obstacles. Jump for distance from one foot to two feet. Demonstrate effective technique for: javelin / sling / heave / push throw.	Demonstrate a dynamic: sling / heave / push / javelin throw. Demonstrate the ability to maintain a smooth running pace relevant to distance covered. Hop, step and jump in the correct sequence.	Demonstrate understanding of stamina and effectively run over a long distance. Sprint over obstacles using constant stride lengths. Pass a relay baton at speed using a 'push pass'. Sprint rapidly over short distances as an individual and in relays. Hop, step and jump with speed and balance.
	Cricket	Accurately throw underarm / overarm at a target from a stationary position. Successfully stop a ball from travelling towards them on the floor. Catch a ball in a game environment Strike a ball off a tee with accuracy.	Accurately throw underarm / overarm at a target from a moving position. Strike a ball that has been drop fed using the front foot drive. Strike a ball that has been drop fed to different target areas. Understand the mechanics of bowling.	Strike the ball with a cross bat (hook shot). Begin to bowl with line and length. Demonstrate understanding of basic tactics for defending / attacking, both whilst fielding and battling, in a game of cricket.	Effectively umpire a game of cricket. Effectively keep score in a game of cricket. Demonstrate basic tactics for defending, both whilst fielding and battling, in a game of cricket.
	Floor Gymnastics	Execute a teddy bear roll / dish balance / stork stand on the mat with correct form and technique. Execute a star jump from apparatus with a safe and secure landing. Land correctly when jumping off a medium/high piece of apparatus. Execute a forward/backwards, straight leg linking step with correct form and technique. Demonstrate basic counter balances with a partner on the mat/apparatus.	Execute a bent leg linking move / side roll / shoulder balance with correct form and technique. Execute a full turn / half turn jump with correct form and technique from apparatus. Create a group balance with 4 people, with all people linked together in some way. Demonstrate advanced counter balances with one partner off the ground. Complete a 7 piece sequence including a minimum of 2 different components.	Execute an arabesque / forward roll with correct form and technique. Execute a tuck jump from apparatus with correct form and technique. Execute a full spin linking move with correct form and technique. Create a group balance with 5 people, with all people linked together in some way.	Demonstrate dynamic movements, using apparatus as an obstacle. Execute a cartwheel linking move with correct form and technique. Execute a straddle jump from apparatus with correct form and technique. Execute a headstand with correct form and technique. Demonstrate dynamic movements using partner as an obstacle. Create a group balance with 6 people, with all people linked together in some way. Complete a 14 piece sequence including 4 different components. Evaluate the performance of others and offer constructive feedback for improvement.
	Football	Move with the ball using the inside and outside of the foot. Accurately pass the ball from a moving position. Receive a ball in a moving position. Shoot at a reduced target for an increased chance of success.	Safely demonstrate the required skills to tackle an opponent. Find creative solutions to beat a defender in 1v1 situations. Demonstrate the defensive/attacking principles required in both 1v1 and 2v1 situations.	Demonstrate an understanding of attacking/defending principles in conditioned, small sided games. Demonstrate understanding of self and others' performance vs objectives. Demonstrate understanding of potential solutions to improve performance.	Demonstrate selection and application of skills, tackles and compositional ideas during attack/defence in a small-sided game. Demonstrate ability to evaluate performance, offer feedback and give advice of self and others. Successfully referee and keep score.
	Hockey	Move with the ball on both the open stick and reverse stick side. Accurately push pass the ball from a moving position. Shoot at a reduced target for an increased chance of success.	Safely demonstrate the required skills to tackle an opponent on the open/reverse side. Find creative solution to beat a defender to a 1v1 situation. Demonstrate the attacking principles to successfully execute a 2v1 situation.	Demonstrate understanding of attacking/defensive principles in conditioned, small-sided games. Demonstrate understanding of self and others performance vs objectives. Demonstrate understanding of potential solutions to improve the performance of self and others.	Demonstrate selection and application of skills, tactics and compositional ideas during attack/defence in a 4v4 Quicksticks game. Demonstrate ability to evaluation performance and offer feedback and advice to improve performance of self and others. Successfully umpire and keep score in a 4v4 Quicksticks game.



Netball	Perform a chest pass / bounce pass in a game scenario. Receive a pass without breaking the footwork rule. Use correct technique to shoot at goal with a defender marking the ball.	Defend the player and the ball in a game scenario. Demonstrate the defensive/attacking principles to successfully execute a 1v1 and 2v1 situation.	Demonstrate understanding of attacking/defensive principles in conditioned, small-sided games. Demonstrate understanding of self and others performance vs objectives. Demonstrate understanding of potential solutions to improve the performance of self and others.	Demonstrate selection and application of skills, tactics and compositional ideas during attack / defence in a High 5 Netball game. Demonstrate ability to evaluate the performance of self and others and to offer advice and feedback for improvement. Successfully umpire and keep score in a High 5 Netball game.
OAA	LOWER KEY STAGE 2: Can find North from a compass. Can understand and use a compass to navigate and show a basic understanding of maps. Can sketch maps of simple outside areas and use the correct symbols to represent features.		UPPER KEY STAGE 2: Can understand how to make route choice decisions. Can work as part of a team to implement creative solutions to problems. Can use pacing to prepare simple maps for others to follow. Can use pacing and compass skills to follow basic maps devised by others.	
Tennis	Hit a self-fed forehand / backhand to a target. Can perform the ready position prior to striking a ball. Make contact with the ball with a controlled racquet face.	Hit a ball fed from a partner with a forehand/backhand to a target. Can use foot movement to get into the optimum position to strike the ball. Hit a ball fed from a partner with a forehand/backhand volley to a target.	Demonstrate an ability to move to the centre of the court after each shot. Demonstrate understanding of basic tactics for defending / attacking in a game of tennis. Serve the ball over the net.	Demonstrate basic tactics for defending / attacking in a game of tennis. Serve a ball across the court, over the net. Effectively umpire and score in a game of tennis.
Rugby	To pass / receive a rugby ball in a game situation. Understand and perform a loop pass.	Find creative solutions to beat a defender in a 1v1 situation. Demonstrate the defensive/attacking principles required in 1v1 and 2v1 situations. Understand and perform a switch pass.	Demonstrate understanding of attacking / defending principles in conditioned, small-sided games. Demonstrate understanding of self and others performance v objectives. Demonstrate an understanding of potential solutions to improve the performance of self and others.	Demonstrate selection and application of skills, tactics and compositional ideas during attack/defence in a tag rugby game. Demonstrate ability to evaluate the performance of self and others and offer advice and feedback. Successfully referee and keep score .
Handball	Perform an overarm/underarm pass in a game scenario. Dribble the ball in accordance with handball rules. Receive a pass in a game scenario. Use the correct technique to shoot at goal in a game environment.	Defend the player and the ball in a game scenario. Demonstrate the defensive/attacking principles to successful execute a 1v1 and 2v1 situation. Successfully track and mark an opponent.	Demonstrate understanding of attacking / defending principles in conditioned, small-sided games. Demonstrate understanding of self and others performance v objectives. Demonstrate an understanding of potential solutions to improve the performance of self and others.	Demonstrate selection and application of skills, tactics and compositional ideas during attack/defence in a handball game. Demonstrate ability to evaluate the performance of self and others and offer advice and feedback. Successfully umpire and keep score .
Fitness/Circuits	LOWER KEY STAGE 2: Squat/lunge/skip (jump rope)/speed bounce with correct form and technique. Demonstrate understanding of why we sweat and why our heart beats faster. Run at a gradual increasing pace for a sustained period of time. Demonstrate understanding of the importance of health and fitness.		UPPER KEY STAGE 2: Demonstrate understanding of how the body works before, during and after exercise. Accurately measure their own and others' resting and active heart rate. Seated dip/straddle jump/perform sit ups/perform press ups/star jump with correct form and technique. Compare performances with previous ones and demonstrate improvement to achieve their personal best.	
Swimming	N/A	N/A	YEAR 5 (repeated as necessary in Year 6): Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	
Dance	Perform dances using a range of movement patterns.			



LANGUAGES SKILLS PROGRESSION

		YEAR 3	YEAR 4	YEAR 5	YEAR 6
MFL	ORACY	<p>At the beginning of Year 3 the main emphasis is on familiarising children with the sounds and speech patterns of the new language. They enjoy listening to and joining in with a range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to differentiate unfamiliar sounds and words. They mimic and play with sounds. They understand simple words and phrases, and begin to repeat and to use some of them independently in simple communicative tasks and role-plays. They listen to a variety of voices. By the end of Year 3, children should be able to:</p> <p>Enjoy listening to and speaking in the language. Listen and respond to familiar spoken words, phrases and sentences. Communicate with others using simple words and phrases and some short sentences. Understand conventions such as taking it in turns to speak, valuing the contribution of others. Use correct pronunciation in spoken work.</p>	<p>Children continue to enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They ask and answer a wider range of questions and memorise and present short texts such as finger rhymes, poems, songs, role-plays or stories. By the end of Year 4, children should be able to:</p> <p>Listen to and identify words and short phrases. Communicate by asking and answering a wider range of questions. Memorise and present a short text.</p>	<p>Children listen attentively and learn to identify the main points from a short passage of several sentences. They enjoy listening to and joining in with a wider range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn how to express a simple opinion and join in a short conversation. By the end of Year 5, children should be able to:</p> <p>Pick out some of the detail from short spoken passages. Enjoy interacting even when they hear unfamiliar language. Join in a short conversation. Make a short presentation using a model.</p>	<p>During Year 6 children listen to texts and learn to pick out the main points and some details. They learn texts, sketches and dialogues by heart and perform in front of an audience. They enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression. They learn to initiate and sustain short conversations without help. They also enjoy developing short presentations or sharing simple accounts of interesting events from their own experience using a model. By the end of Year 6, children should be able to:</p> <p>Listen to and understand the main points and some detail from a short, spoken passage. Give a presentation in a clear audible voice. Converse briefly without prompts. Enjoy listening and speaking confidently.</p>
	LITERACY	<p>As children listen to sounds, words and phrases, they repeat and chorus, learning accurate pronunciation. They then gradually learn to link simple phonemes and spellings. They enjoy reading a few familiar words and phrases aloud and begin to write letters and familiar words. They also experiment with writing some familiar words from memory. By the end of Year 3, children should be able to: Recognise and understand some familiar words and phrases in written form. Read aloud in chorus, with confidence and enjoyment, from a known text. Write some familiar simple words using a model. Write some familiar words from memory.</p>	<p>Children develop their reading skills and learn to understand familiar written phrases in clear printed script. They link listening and reading, by reading short familiar stories, songs and poems while listening to them at the same time. They write familiar words and phrases using a model and begin to experiment with building short phrases from memory. By the end of Year 4, children should be able to: Read and understand familiar written phrases. Follow a short text while listening and reading, saying some of the text. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help.</p>	<p>Children revisit and consolidate vocabulary and structures learnt previously, and build on this prior learning. They develop their reading skills by re-reading a range of short texts. They learn to put familiar words into sentence order. They continue to develop their writing skills by using words and phrases to build sentences and short texts with support. By the end of Year 5, children should be able to: Read and understand some of the main points from a text. Understand how a simple sentence is written. Write words, phrases and a few sentences using a model.</p>	<p>Children read a variety of longer texts from different text types. They read aloud with confidence and enjoyment, and also enjoy reading short texts independently. They learn to write some short, simple sentences from memory and continue to develop their writing skills by constructing short texts using a model. By the end of Year 6, children should be able to: Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points and some detail from a short written passage. Write several sentences from memory. Develop a short text using a model.</p>



INTERCULTURAL UNDERSTANDING	<p>Learning a language arouses children’s interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others. During the year they think about the linguistic diversity of their own school and talk about the languages they would like to learn. They find out where the language they are learning is spoken. They make contact either in person or through Internet or video with a partner school or native speaker, e.g. a parent, or a language assistant.</p> <p>By the end of Year 3, children should be able to: Appreciate the diversity of languages spoken within their school. Talk about the similarities and differences of social conventions between different cultures. Identify the country or countries where the language is spoken. Have some contact with the country/countries. Recognise a children’s song, rhyme or poem well known to native speakers.</p>	<p>Children reflect upon celebrations in which they participate at home, at school and in the wider community, and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g. sports and hobbies, with children from other countries. They identify common elements in traditional stories from other cultures.</p> <p>By the end of Year 4, children should be able to: Talk about celebrations of which they have experience. Know about similar celebrations in other cultures. Compare aspects of everyday life at home and abroad. Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives.</p>	<p>Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.</p> <p>By the end of Year 5, children should be able to: Identify similarities and differences in everyday life. List some similarities and differences between contrasting localities. Recognise how symbols, products, objects can represent the cultures of a country. Recognise how aspects of the culture of different countries become incorporated into the daily life of others.</p>	<p>Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.</p> <p>By the end of Year 6, children should be able to: Demonstrate understanding of and respect for cultural diversity. Present information about an aspect of another country.</p>
	KNOWLEDGE ABOUT LANGUAGE	<p>When learning a new language, children reinforce and reinterpret knowledge and understanding gained in learning their first language(s). In the early years children should develop insights into the sounds and some of the structures of the new language and compare them with their own language(s). As they increase their understanding of the rules of sounds, spellings and grammar, they should begin to apply these rules when creating new language, both spoken and written. As they progress, children should have frequent opportunities to apply previously learnt knowledge and rules in English and the new language. Children will have experience of learning about and using simple grammatical terms such as nouns, verbs, adjectives, adverbs and pronouns. They will need to apply this knowledge in the context of learning about languages which are new to them. This knowledge can be taught in the new language or in English.</p> <p>By the end of Year 6 children should be able to: Identify phonemes, letters and words which are similar to and different from English in spoken and written forms • Recognise commonly used rhyming sounds and learn how they are written • Understand and use a range of common words from all word classes, especially verbs • Recognise that languages use different writing systems, have different ways of expressing social relationships (politeness), borrow words from other languages and describe concepts and ideas differently • Apply their knowledge of language rules and conventions when building short sentences and texts, spoken and written • Understand and use question forms and negatives in spoken and written language • Understand that rules and conventions are respected by native speakers and are important for learners • Recognise some basic aspects of agreement where relevant, e.g. gender, singular/plural, pronoun/verb, adjectives • Recognise the importance and significance of intonation and punctuation.</p>		

LANGUAGE LEARNING STRATEGIES

Planning, analysing and evaluating	Communicating: Understanding and being understood	Practising Language	Memorising	Applying prior Knowledge	Dictionary Skills
Children discuss language learning, prepare and plan themselves for a language activity, analyse what they need to carry out a task, use knowledge of English and/or other languages to support understanding of new language.	Children: Use gesture/mime to show understanding, recognise words mouthed silently by the teacher, ask someone to clarify or report, use grammatical knowledge to help understand someone speaking, pick out key words when listening.	Children: Practise saying new words under their breath/aloud, record themselves, repeat words rhythmically, practise with a friend, answer in their heads questions asked to other people, try the language outside the classroom, write down words, phrases and sentences.	Children: Use a physical response or mental association, remember rhyming words, say words to a rhythm, play games to assist memory, read and memorise words/short texts, compare techniques for memorising, analyse and compare language to English, write things down.	Apply previous knowledge and clues, decode based on previous knowledge and other cues, sort words into categories, apply known rules when creating new language, integrate new language into previously learnt language, pronounce/read aloud unknown words, use context to support meaning.	Learn why there are two parts to a bilingual dictionary, put words in dictionary order, use a dictionary to look up spellings, begin to use a dictionary to find the meaning of new words.



MUSIC SKILLS PROGRESSION

EYFS		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
MUSIC	Singing	<p>RELEVANT ELGS</p> <p>EXPRESSIVE ARTS AND DESIGN:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 and 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Prepare for a performance by considering notation, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing and rehearsal skills through allocated roles (Unit 2)</p> <p>Develop, rehearse and perform a min-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>
	Playing Instruments	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration and timbre (Unit 4)</p> <p>Play at different speeds and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find ways to vary their sound (Unit 8)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud and quiet on percussion (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4)</p> <p>Play pitch lines on tuned percussion (Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinato (Unit 8)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform pentatonic song with tuned/untuned (Unit 5)</p> <p>Play independent parts in more than 1 metre on body, untuned and tuned percussion (Unit 6)</p> <p>Perform rhythmic ostinato (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Read graphic notation to play a melody on untuned instruments (Unit 10)</p>	<p>Combine body percussion ostinato as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6)</p> <p>Play and sing ostinato from staff notation (Unit 10)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3)</p> <p>Interpret graphic notation on various soundmakers (Unit 5)</p> <p>Perform music together in sync with a movie (Unit 5)</p> <p>Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6)</p> <p>Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play a chordal accompaniment to a piece (Unit 3)</p> <p>Follow and interpret a complex graphic score for four instruments (Unit 3)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>	



		Improvising / Exploring	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find ways to vary their sound (Unit 8)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise in response to visuals, with emphasis on timbre (Unit 4)</p> <p>Explore household items as music (Unit 4)</p> <p>Improvise melodies using pentatonic scale (Unit 5)</p> <p>Explore layering using graphic score (Unit 7)</p> <p>Understand syncopation (Unit 10)</p>	<p>Develop accompaniments using ostinato and improvise rhythms on untuned instruments (Unit 2)</p> <p>Explore jazz scat singing (Unit 1)</p> <p>Use whole tone scale (Unit 2)</p> <p>Create effects using contrasting pitch (Unit 3)</p> <p>Explore techniques used in movie soundtracks (Unit 5)</p> <p>Interpret graphic notation on soundmakers (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p>
		Composing	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple 3 and 4 beat rhythms using a simple score (Unit 10)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose and intro for a song (Unit 2)</p> <p>Compose pentatonic melodies on graphic scores (Unit 6)</p> <p>Compose a rap (Unit 9) and fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>	<p>Develop structure and graphic score for vocal piece (Unit 3)</p> <p>Explore vocal techniques and compose 'a capella' (Unit 3)</p> <p>Use musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>
		Listening	<p>Recognise and respond to changes in tempo (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)</p>	<p>Listen to and learn about: Hindustani classical music (Unit 3), traditional Chinese music (Unit 5), Romantic piece of music (Unit 6), Tudor dance music (Unit 7), a medieval antiphon (Unit 7)</p> <p>Learn how sounds are produced and instruments classified (Unit 3)</p>	<p>Understand how rhythm affects phrasing (Unit 1)</p> <p>Listen/learn: Bhangra music (Unit 4), 1940s band (Unit 3), 2 composers of 20th Century (Unit 2), Renaissance instruments (Unit 11)</p> <p>Copy rhythms and melody (Unit 9)</p> <p>Match rhythm with notation (Unit 10)</p>	<p>Understand features of whole tone scale (Unit 2)</p> <p>Listen/learn: modern classical/avant garde 20th century (Unit 2), early Baroque (Unit 3)</p> <p>Demonstrate understanding of the effect of music in movies (Unit 5)</p>	<p>Follow and interpret a complex graphic score (Unit 3)</p> <p>Experience and understand effect of harmony (Unit 6)</p> <p>Listen to and understand modulation in a musical bridge (Unit 6)</p>
		Appraising	<p>Identify a sequence of sounds in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (Unit 6)</p> <p>Identify metre by recognising its pattern (Unit 8)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (Unit 3)</p> <p>Identify rising and falling pitch (Unit 8)</p> <p>Listen in detail to a piece of orchestral music (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<p>Identify the metre in a piece of music (Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Unit 6)</p> <p>Recognise pitch shapes (Unit 10)</p>	<p>Identify different instrument groups (Unit 3)</p> <p>Describe structure of orchestral music (Unit 5)</p> <p>Develop listening skills (Unit 6)</p> <p>Identify features of minimalist music (Unit 7)</p> <p>Compare/contrast structure of music (Unit 7)</p> <p>Identify metre of a new song (Unit 10)</p> <p>Listen/analyse 20th century ballet music (Unit 10)</p>	<p>Describe a tone poem (Unit 2)</p> <p>Listen to impressionist music and describe using musical vocabulary (Unit 2)</p> <p>Compare/contrast Romantic music (Unit 3)</p> <p>Identify changes and effect of tempo (Unit 5)</p> <p>Evaluate compositions and refine (Unit 5)</p> <p>Explore a song arrangement (Unit 6)</p> <p>Rehearse, improve and analyse an ensemble performance (Unit 6)</p>	<p>Revise, rehearse and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)</p>



COMPUTING SKILLS PROGRESSION

	EYFS	BY THE END OF KEY STAGE 1	BY THE END OF KEY STAGE 2
COMPUTING	<u>RELEVANT ELGS</u>	By the end of the Year 2 children can:	By the end of Year 6 children can:
	<p>TECHNOLOGY:</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs.</p> <p>Work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>



<p>others' needs and feelings. They form positive relationships with adults and other children.</p> <p>MANAGING FEELINGS AND BEHAVIOURS:</p> <p>Children talk about how they and others show feelings. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride.</p>	<p>Dreams and Goals</p>	<p>EXCEEDING</p> <p>I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p> <p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.</p> <p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p> <p>I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.</p> <p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p> <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.</p>
		<p>EXPECTED</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p> <p>I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>
		<p>EXCEEDING</p> <p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p> <p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p> <p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>
		<p>EXPECTED</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>



		Relationships	EXCEEDING	<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	<p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>
			EXPECTED	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>



		EXCEEDING	<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I can offer and evaluate solutions to help manage personal loss.</p>	<p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>
			Changing Me	EXPECTED	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>



			EXCEEDING	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	<p>I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	<p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>
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