


Progression in Science

	Year 1	Year 2	Year 3
QCA Units	1A Ourselves 1B Growing Plants 1C Sorting and Using Materials 1D Light and Dark 1E Pushes and Pulls 1F Sound and Hearing (ICT sensors)	2A Health & Growth 2B Plants and Animals in the Local Environment 2C Variation (ICT multimedia) 2D Grouping and Changing Materials 2E Forces and Movement 2F Using electricity	3A Teeth and Eating (ICT database/ spreadsheet) 3B Helping Plants Grow 3C Characteristics of Materials 3D Rocks & Soil 3E Magnets & Springs 3F Light and Shadows
1. Ideas and evidence in science	<ul style="list-style-type: none"> to collect evidence to try to answer a question 	<ul style="list-style-type: none"> to collect evidence to try to answer a question 	<ul style="list-style-type: none"> to collect evidence in a variety of contexts to answer a question or test an idea
2. Investigative skills - Planning	<ul style="list-style-type: none"> to test ideas suggested to them and say what they think will happen 	<ul style="list-style-type: none"> to suggest some ideas and questions based on simple knowledge and say how they might find out about them; to say what they think might happen to think about and discuss whether comparisons and tests are fair or unfair 	<ul style="list-style-type: none"> in a variety of contexts; to suggest questions and ideas and how to test them; to make predictions about what will happen; to think about how to collect sufficient evidence in some contexts; to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests
- Obtaining and presenting evidence	<ul style="list-style-type: none"> to make observations using appropriate senses; to make some measurements of length using standard and non-standard measures; to present some findings in simple tables and block graphs 	<ul style="list-style-type: none"> to make observations; to make measurements of length in standard and non-standard measures; to make records of observations; and to present results in tables, drawings and block graphs 	<ul style="list-style-type: none"> to make observations and comparisons; to measure length, volume of liquid and time in standard measures using simple measuring equipment effectively to present results in drawings, bar charts and tables
- Considering evidence and evaluating	<ul style="list-style-type: none"> to make simple comparisons and groupings that relate to differences and similarities between living things and objects; in some cases to say what their observations show, and whether it was what they expected; to draw simple conclusions and explain what they did 	<ul style="list-style-type: none"> to make simple comparisons, identifying similarities and differences between living things, objects and events; to say what results show; to say whether their predictions were supported; in some cases to use knowledge to explain what was found out and to draw conclusions; to explain what they did 	<ul style="list-style-type: none"> to draw conclusions from results and begin to use scientific knowledge to suggest explanations for them; to make generalisations and begin to identify simple patterns in results presented in tables
Children working above average:			
Children working below average:			

Year 4	Year 5	Year 6
4A Moving and Growing 4B Habitats 4C Keeping Warm 4D Solids, Liquids and how they can be separated. 4E Friction 4F Circuits and Conductors (ICT simulation)	5A Keeping Healthy 5B Life Cycles 5C Gases Around Us 5D Changing State 5E Earth, Sun and Moon 5F Changing Sounds (ICT sensors)	6A Interdependence and Adaptation 6B Micro-organisms (ICT simulation) 6C More About Dissolving 6D Reversible and Irreversible Changes 6E Forces in Action 6F How We See Things 6G Changing Circuits (ICT simulation) 5/6H Enquiry in environment and technological contexts
<ul style="list-style-type: none"> to collect evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding 	<ul style="list-style-type: none"> to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena 	<ul style="list-style-type: none"> to consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena
<ul style="list-style-type: none"> to suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; to design a fair test or plan how to collect sufficient evidence; in some contexts, to choose what apparatus to use and what to measure 	<ul style="list-style-type: none"> to make predictions of what will happen based on scientific knowledge and understanding, and suggest how to test these; to use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to test an idea; to identify factors that need to be taken into consideration in different contexts 	<ul style="list-style-type: none"> to decide how to turn ideas into a form that can be tested and, where appropriate, to make predictions using scientific knowledge and understanding; to identify factors that are relevant to a particular situation; to choose what evidence to collect to investigate a question, ensuring the evidence is sufficient; to choose what equipment to use
<ul style="list-style-type: none"> to make observations and comparisons of relevant features in a variety of contexts; to make measurements of temperature, time and force as well as measurements of length; to begin to think about why measurements of length should be repeated to present results in bar charts and tables 	<ul style="list-style-type: none"> to make relevant observations; to consolidate measurement of volume, temperature, time and length; to measure pulse rate; to think about why observations and measurements should be repeated; to present results in bar charts and line graphs 	<ul style="list-style-type: none"> to make a variety of relevant observations and measurements using simple apparatus correctly; to decide when observations and measurements need to be checked, by repeating, to give more reliable data; to use tables, bar charts and line graphs to present results
<ul style="list-style-type: none"> to identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these; to explain what the evidence shows and whether it supports any prediction made; to link the evidence to scientific knowledge and understanding in some contexts 	<ul style="list-style-type: none"> to decide whether results support any prediction; to begin to evaluate repeated results; to recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding; to interpret data and think about whether it is sufficient to draw conclusions; to draw conclusions indicating whether these match any prediction made 	<ul style="list-style-type: none"> to make comparisons; to evaluate repeated results; to identify patterns in results and results that do not appear to fit the pattern; to use results to draw conclusions and to make further predictions; to suggest and evaluate explanations for these predictions using scientific knowledge and understanding; to say whether the evidence supports any prediction made

Progression in History

	Year 1	Year 2	Year 3
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 		
Children working above average:			
Children who are below average:			

Year 4	Year 5	Year 6
<ul style="list-style-type: none">· Place events from period studied on time line· Use terms related to the period and begin to date events· Understand more complex terms eg BC/AD	<ul style="list-style-type: none">· Know and sequence key events of time studied· Use relevant terms and period labels· Make comparisons between different times in the past	<ul style="list-style-type: none">· Place current study on time line in relation to other studies· Use relevant dates and terms· Sequence up to 10 events on a time line
<ul style="list-style-type: none">· Use evidence to reconstruct life in time studied· Identify key features and events of time studied· Look for links and effects in time studied· Offer a reasonable explanation for some events	<ul style="list-style-type: none">· Study different aspects of different people - differences between men and women· Examine causes and results of great events and the impact on people· Compare life in early and late 'times' studied· Compare an aspect of lie with the same aspect in another period	<ul style="list-style-type: none">· Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings· Compare beliefs and behaviour with another time studied· Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation· Know key dates, characters and events of time studied
<ul style="list-style-type: none">· Look at the evidence available· Begin to evaluate the usefulness of different sources· Use text books and historical knowledge	<ul style="list-style-type: none">· Compare accounts of events from different sources – fact or fiction· Offer some reasons for different versions of events	<ul style="list-style-type: none">· Link sources and work out how conclusions were arrived at· Consider ways of checking the accuracy of interpretations – fact or fiction and opinion· Be aware that different evidence will lead to different conclusions· Confidently use the library and internet for research
<ul style="list-style-type: none">· Use evidence to build up a picture of a past event· Choose relevant material to present a picture of one aspect of life in time past· Ask a variety of questions· Use the library and internet for research	<ul style="list-style-type: none">· Begin to identify primary and secondary sources· Use evidence to build up a picture of a past event· Select relevant sections of information· Use the library and internet for research with increasing confidence	<ul style="list-style-type: none">· Recognise primary and secondary sources· Use a range of sources to find out about an aspect of time past· Suggest omissions and the means of finding out· Bring knowledge gathered from several sources together in a fluent account
<ul style="list-style-type: none">· Recall, select and organise historical information· Communicate their knowledge and understanding.	<div><div></div><div>Progression of attainment eg</div></div>	
		<i>Select and organise information to produce structured work, making appropriate use of dates and terms. (level 5)</i>

Progression in Geography

	Year 1	Year 2	Year 3
Geographical enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>
Communicating in different ways	<p>Writing - poetry, lists, expressing own views, letter.</p> <p>Expressing own views through speaking.</p> <p>Give simple reasons for likes and dislikes.</p> <p>Use simple geographical vocabulary.</p>	<p>Writing - poetry, lists, expressing own views, letter.</p> <p>Expressing own views through speaking.</p> <p>Give detailed reasons for likes and dislikes.</p> <p><i>L2 - express views on the environment of a locality and recognise how people affect the environment.</i></p> <p><i>L2 - Begin to use appropriate geographical vocabulary.</i></p>	<p>Writing - poetry, newspaper, e-mail, letter</p> <p>Identify and explain different views of people including themselves.</p> <p><i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p>Explore geographical issues through discussion or through drama using role play eg views on building new quarry</p>
Fieldwork	<p>Any of:</p> <p>Field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>	<p>Any of:</p> <p>Labelled field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>	<p>Any of:</p> <p>Labelled field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>
Map skills	<u>See maps progression sheet</u>	→	→
Children working above average:			
Children working below average:			

Year 4	Year 5	Year 6
<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
<p>Writing - poetry, newspaper, e-mail, letter, charts, graphs</p> <p>Identify and explain different views of people including themselves.</p> <p><i>L3 - They develop the use of appropriate vocabulary to communicate their findings</i></p> <p>—————→</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Identify and explain different views of people including themselves.</p> <p><i>L4 - They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</i></p> <p>—————→</p>	<p>Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</p> <p>Give increased detail of views, give detailed reasons influencing views and how they are justified</p> <p><i>L5 - They select info. and sources of evidence in their investigations and present their findings both graphically and in writing.</i></p> <p>—————→</p>
<p>Any of:</p> <p>Labelled field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>	<p>Any of:</p> <p>Labelled field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>	<p>Any of:</p> <p>Labelled field sketches.</p> <p>Take photograph.</p> <p>Make sound recording</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Make standard or non -standard measurements</p>
<p>—————→</p>	<p>—————→</p>	<p>—————→</p>

Progression in fieldwork skills

	Year 1	Year 2	Year 3
QUESTIONNAIRES	Listen to an adult asking another child or adult about familiar environments or activities, eg, <i>About their home or holidays.</i>	Ask a familiar person prepared questions, eg <i>"What do you like best about our playground?"</i> . Use a pro-forma and put ticks in boxes.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out, eg <i>talking to a builder about where materials come from.</i> Use a simple database to present findings.
Fieldsketching	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help
Photography	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.
Video/Audio Recording	Recognise a video/recording taken by a teacher as a record of what they have seen/heard.	Recognise the features/activities/sounds on a recording taken by the teacher. Operate, with help, recording equipment.	Point out useful views/sounds to record for their investigation. Watch/listen carefully to recordings and write what they find out.
Measurement	Use everyday language to describe features eg <i>bigger, smaller than.</i>	Use everyday non-standard units eg <i>hands for length.</i> Counts the number of eg <i>children who come to school by car.</i>	Use everyday standard and non-standard units occasionally eg <i>A trundle wheel for metres.</i> Count up to 100 eg. <i>for a traffic survey they cross number on a hundred square for each vehicle.</i> Begin to organise recordings.

Year 4	Year 5	Year 6
<p>Suggest questions to ask as part of an investigation.</p> <p>Use appropriate geographical vocabulary.</p> <p>Record the main points shortly after eg <i>Asks questions to a policeman about road safety issues in a town.</i></p> <p>Use a database to present findings.</p>	<p>Prepare questions for an interview.</p> <p>Use appropriate language.</p> <p>Ask questions that are responsive to the interviewee's views.</p> <p>Make brief notes during an interview to help them make a clear record of the main points.</p> <p>Use a database to interrogate and amend information collected.</p>	<p>Select interviewing as an appropriate method for collecting evidence.</p> <p>Decide on an appropriate interviewee.</p> <p>Prepare and carry out interview, sometimes in a formal situation.</p> <p>Evaluate the quality of the evidence.</p> <p>Use a database to interrogate and amend information collected.</p>
<p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate their sketch with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p>	<p>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p>	<p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate quality of the evidence it gives.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p>
<p>Suggest how photos provide useful evidence for their investigations.</p> <p>Use a camera independently</p> <p>Locate a photo on a map.</p> <p>Annotate the photo.</p>	<p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their photos.</p> <p>Use photos for their investigations.</p>	<p>Select photography from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p>
<p>Suggest what to record for their investigation.</p> <p>Commentate on the recording, describing and suggesting explanations of what they see.</p>	<p>Make a judgement about the best angle or viewpoint.</p> <p>Evaluate usefulness of their recordings.</p> <p>Use recordings for their investigations.</p>	<p>Begin to use editing techniques to make a presentation recording.</p> <p>Select recording from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p>
<p>Use easy to read instruments <i>E.g. rain gauge or metre tape.</i></p> <p>Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i></p> <p>Organise results in a spreadsheet.</p>	<p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot, with help, and evaluate it.</p>	<p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot and evaluate it.</p>

Progression in map skills

	Year 1	Year 2	Year 3
Direction/Location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.
Representation	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.
Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
Perspective	Draw around objects to make a plan.	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C within the N.C document. (see www.nc.uk.net/nc/contents/geog.htm for maps)
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.

Progression in map skills

	Year 4	Year 5	Year 6
Direction/Location	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.
Using maps	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/Distance	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map knowledge	Begin to identify significant places and environments stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)	Identify significant places and environments as stated within KS2 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)	Confidently identify significant places and environments stated within KS2 N.C. Begin to identify places and environments on maps within Ks 3 N.C. (see www.nc.uk.net/nc/contents/geog.htm for maps)
Style of map	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

Progression in Art

	Year 1	Year 2	Year 3
Exploring and developing ideas (ONGOING)	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work (ONGOING)	Review what they and others have done and say what they think and feel about it. Eg Annotate sketchbook Identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. Eg Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.
Drawing	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour	Layer different media, eg crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
Painting	Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.	Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects.	Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales eg thin brush on small picture etc.
Printing	Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.	Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.	Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.

Year 4	Year 5	Year 6
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.
Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).
Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and coldwater paste.	Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.

	Year 1	Year 2	Year 3
Textiles/collage	Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills.	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.
3 D form	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.	Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier-mâché object. Plan, design and make models.
Breadth of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
Fill in details of artists/sculptors/ designers/ artefacts used as reference/ stimulus. (see list)			
Children working above average:			
Children working below average:			

Year 4	Year 5	Year 6
<p>Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist.</p>	<p>Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.</p>	<p>Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p>
<p>Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</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.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>
<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>

Progression of Skills in Music

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

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Exploring sounds, melody and accompaniment.	To explore different sound sources Make sounds and recognise how they can give a message Identify and name classroom instruments Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli.	Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds.	Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Control of instruments	Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments.	Identify melodic phrases and play them by ear. Select instruments to describe visual images Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Use ICT to change and manipulate sounds
Composition	Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.	Identify different starting points or composing music Explore, select combine and exploit a range of different sounds to compose a soundscape Write lyrics to a known song Compose a short song to own lyrics based on everyday phrases Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
Reading and writing notation	Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation Record their own ideas. Make their own symbols as part of a class score.		Perform using notation as a support Sing songs with staff notation as support
Performance skills	Perform together and follow instructions that combine the musical elements.	Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.	Present performances effectively with awareness of audience, venue and occasion
Evaluating and appraising	Choose sounds and instruments carefully and make improvements to their own and others' work.	Recognise how music can reflect different intentions.	Improve their work through analysis, evaluation and comparison.
Children working above average			
Children working below average			

Progression in Design and Technology

	Year 1	Year 2	Year 3
Developing, planning and communicating ideas.	to draw on their own experience to help generate ideas	generate ideas by drawing on their own and other people's experiences	to generate ideas for an item, considering its purpose and user/s
	to suggest ideas and explain what they are going to do	to develop their design ideas through discussion, observation, drawing and modelling	to identify a purpose and establish criteria for a successful product.
	to identify a target group for what they intend to design and make	to identify a purpose for what they intend to design and make	to plan the order of their work before starting
	to model their ideas in card and paper	to identify simple design criteria	to explore, develop and communicate design proposals by modelling ideas
	to develop their design ideas applying findings from their earlier research	to make simple drawings and label parts	to make drawings with labels when designing
Working with tools, equipment, materials and components to make quality products	to make their design using appropriate techniques	begin to select tools and materials; use vocab' to name and describe them	to select tools and techniques for making their product
	With help measure, mark out, cut and shape a range of materials	to measure, cut and score with some accuracy	measure, mark out, cut, score and assemble components with more accuracy
	how to use tools <i>eg scissors and a hole punch</i> safely	to use hand tools safely and appropriately	to work safely and accurately with a range of simple tools
	to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape	to assemble, join and combine materials in order to make a product	to think about their ideas as they make progress and be willing to change things if this helps them to improve their work
	to select and use appropriate fruit and vegetables, processes and tools	to cut, shape and join fabric to make a simple garment. Use basic sewing techniques	to measure, tape or pin, cut and join fabric with some accuracy
	basic food handling, hygienic practices and personal hygiene	follow safe procedures for food safety and hygiene	demonstrate hygienic food preparation and storage
	use simple finishing techniques to improve the appearance of their product	to choose and use appropriate finishing techniques	to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT
Evaluating processes and products	to evaluate their product by discussing how well it works in relation to the purpose	to evaluate against their design criteria	to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i>
	to evaluate their products as they are developed, identifying strengths and possible changes they might make	to evaluate their products as they are developed, identifying strengths and possible changes they might make	to disassemble and evaluate familiar products
	to evaluate their product by asking questions about what they have made and how they have gone about it	talk about their ideas, saying what they like and dislike about them	
Children working above average			
Children working below average:			

Year 4	Year 5	Year 6
how to generate ideas, considering the purposes for which they are designing	to generate ideas through brainstorming and identify a purpose for their product	to communicate their ideas through detailed labelled drawings
to make labelled drawings from different views showing specific features	to draw up a specification for their design	to develop a design specification
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 the first attempts fail	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 the first attempts fail	to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
		to plan the order of their work, choosing appropriate materials, tools and techniques
to evaluate products and identify criteria that can be used for their own designs	to use results of investigations, information sources, including ICT when developing design ideas	
to select appropriate tools and techniques for making their product	to select appropriate materials, tools and techniques	to select appropriate tools, materials, components and techniques
to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques	to measure and mark out accurately	to assemble components to make working models
to join and combine materials and components accurately in temporary and permanent ways	to use skills in using different tools and equipment safely and accurately	to use tools safely and accurately
to sew using a range of different stitches, to weave and knit	to weigh and measure accurately (time, dry ingredients, liquids)	to construct products using permanent joining techniques
to measure, tape or pin, cut and join fabric with some accuracy	to apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>	to make modifications as they go along
		to pin, sew and stitch materials together to create a product
to use simple graphical communication techniques	to cut and join with accuracy to ensure a good-quality finish to the product	to achieve a quality product
to evaluate their work both during and at the end of the assignment	to evaluate a product against the original design specification	to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
to evaluate their products carrying out appropriate tests	to evaluate it personally and seek evaluation from others	to record their evaluations using drawings with labels
		to evaluate against their original criteria and suggest ways that their product could be improved

Progression of skills in PE

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Dance Activities Unit 1	Dance Activities Unit 2	Dance Activities Unit 3	Dance Activities Unit 4	Dance Activities Unit 5	Dance Activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> • explore movement ideas and respond imaginatively to a range of stimuli • move confidently and safely in their own and general space, using changes of speed, level and direction 	<ul style="list-style-type: none"> • explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance 	<ul style="list-style-type: none"> • improvise freely on their own and with a partner, translating ideas from a stimulus into movement 	<ul style="list-style-type: none"> • explore and create characters and narratives in response to a range of stimuli 	<ul style="list-style-type: none"> • explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group 	<ul style="list-style-type: none"> • explore, improvise and combine movement ideas fluently and effectively
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • compose and link movement to make simple dances with clear beginnings, middles and ends • perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> • compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas 	<ul style="list-style-type: none"> • create and link dance phrases using a simple dance structure or motif • perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups 	<ul style="list-style-type: none"> • use simple choreographic principles to create motifs and narrative • perform complex dance phrases and dances that communicate character and narrative 	<ul style="list-style-type: none"> • compose dances by using adapting and developing steps, formations and patterning from different dance styles • perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> • create and structure motifs, phrases, sections and whole dances • begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • recognise how their body feels when still and exercising 	<ul style="list-style-type: none"> • recognise and describe how different dance activities make them feel • understand the importance of warming up and cooling down 	<ul style="list-style-type: none"> • keep up activity over a period of time and know they need to warm up and cool down for dance 	<ul style="list-style-type: none"> • know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> • organise their own warm-up and cool-down activities to suit the dance • show an understanding of why it is important to warm up and cool down 	<ul style="list-style-type: none"> • understand why dance is good for their fitness, health and wellbeing • prepare effectively for dancing
Evaluating and improving performance	<ul style="list-style-type: none"> • talk about dance ideas inspired by different stimuli • copy, watch and describe dance movement 	<ul style="list-style-type: none"> • watch and describe dance phrases and dances and use what they learn to improve their own work 	<ul style="list-style-type: none"> • describe and evaluate some of the compositional features of dances performed with a partner and in a group • talk about how they might improve their dances 	<ul style="list-style-type: none"> • describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context 	<ul style="list-style-type: none"> • understand how a dance is formed and performed • evaluate, refine and develop their own and others work
Children working above average:						
Children working below average:						

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Games Activities Unit 3	Games Activities Unit 4	Games Activities Unit 10,12,13	Games Activities Unit 11,12,13	Games Activities Unit 23,25,26	Games Activities Unit 24,25,26
Acquiring and developing skills	<ul style="list-style-type: none"> be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing 	<ul style="list-style-type: none"> improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills 	<ul style="list-style-type: none"> consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games 	<ul style="list-style-type: none"> develop the range and consistency of their skills in all games 	<ul style="list-style-type: none"> develop a broader range of techniques and skills for attacking and defending develop consistency in their skills 	<ul style="list-style-type: none"> choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> choose and use skills effectively for particular games 	<ul style="list-style-type: none"> choose, use and vary simple tactics 	<ul style="list-style-type: none"> improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games 	<ul style="list-style-type: none"> devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations 	<ul style="list-style-type: none"> know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities 	<ul style="list-style-type: none"> understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know that being active is good for them and fun 	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> know and describe the short-term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up 	<ul style="list-style-type: none"> recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies 	<ul style="list-style-type: none"> know and understand the basic principles of warming up, and understand why it is important for a good-quality performance understand why exercise is good for their fitness, health and wellbeing 	<ul style="list-style-type: none"> understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what others are doing describe what they are doing 	<ul style="list-style-type: none"> recognise good quality in performance use information to improve their work 	<ul style="list-style-type: none"> recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work 	<ul style="list-style-type: none"> explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play 	<ul style="list-style-type: none"> choose and use information to evaluate their own and others' work suggest improvements in own and others' performances 	<ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important
Children working above average:						
Children working below average:						

Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
QCA Units	Gymnastic Activities Unit 1	Gymnastic Activities Unit 2	Gymnastic Activities Unit 3	Gymnastic Activities Unit 4	Gymnastic Activities Unit 5	Gymnastic Activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> • explore gymnastics actions and still shapes • move confidently and safely in their own and general space, using change of speed and direction 	<ul style="list-style-type: none"> • remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision 	<ul style="list-style-type: none"> • consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements 	<ul style="list-style-type: none"> • develop the range of actions, body shapes and balances they include in a performance • perform skills and actions more accurately and consistently 	<ul style="list-style-type: none"> • perform actions, shapes and balances consistently and fluently in specific activities 	<ul style="list-style-type: none"> • combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • copy or create and link movement phrases with beginnings, middles and ends • perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> • choose, use and vary simple compositional ideas in the sequences they create and perform. 	<ul style="list-style-type: none"> • Improve their ability to select appropriate actions and use simple compositional ideas 	<ul style="list-style-type: none"> • create gymnastic sequences that meet a theme or set of conditions • use compositional devices when creating their sequences, such as changes in speed, level and direction 	<ul style="list-style-type: none"> • choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations 	<ul style="list-style-type: none"> • develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • know how to carry and place apparatus • recognise how their body feels when still and when exercising 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity • lift, move and place equipment safely 	<ul style="list-style-type: none"> • recognise and describe the short term effects of exercise on the body during different activities • know the importance of suppleness and strength 	<ul style="list-style-type: none"> • describe how the body reacts during different types of activity and how this affects the way they perform 	<ul style="list-style-type: none"> • know and understand the basic principles of warming up and why it is important for good quality performance • understand why physical activity is good for their health 	<ul style="list-style-type: none"> • understand why warming-up and cooling-down are important • understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves • carry out warm ups safely and effectively
Evaluating and improving performance	<ul style="list-style-type: none"> • watch copy and describe what they and others have done 	<ul style="list-style-type: none"> • improve their work using information they have gained by watching, listening and investigating 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness and quality of a performance • recognise how their own performance has improved 	<ul style="list-style-type: none"> • describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved 	<ul style="list-style-type: none"> • choose and use information and basic criteria to evaluate their own and others' work 	<ul style="list-style-type: none"> • evaluate their own and others' work • suggest ways of making improvements
Children working above average:						
Children working below average:						

Swimming Activities and Water Safety	Year 1/2/3	Year 3/4/5/6
QCA Units	Unit 1 Beginners (non-swimmers and developing swimmers)	Unit 2 Developing and competent swimmers
Acquiring and developing skills	<ul style="list-style-type: none"> work with confidence in the water explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water remember, repeat and link skills 	<ul style="list-style-type: none"> consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction improve the control and co-ordination of their bodies in water 	<ul style="list-style-type: none"> choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> know that being active is fun and good for them recognise what their bodies feel like during different activities 	<ul style="list-style-type: none"> know and describe the short-term effects of exercise on the body and how it reacts to different types of activity
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what they and others have done and use the information to improve their work 	<ul style="list-style-type: none"> describe and evaluate the quality of swimming and recognise what needs improving
Children working above average:		
Children working below average:		

Outdoor and Adventurous Activities	Year 1/2	Year 3/4	Year 5/6
QCA Units	Outdoor and Adventurous Activities Unit19	Outdoor and Adventurous Activities Unit20	Outdoor and Adventurous Activities Unit30
Acquiring and developing skills	<ul style="list-style-type: none"> recognise their own space explore finding different places 	<ul style="list-style-type: none"> develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> follow simple routes and trails, orientating themselves successfully solve simple challenges and problems successfully 	<ul style="list-style-type: none"> choose and apply strategies and skills to meet the requirements of a task or challenge 	<ul style="list-style-type: none"> decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise and describe how their body feels during exercise 	<ul style="list-style-type: none"> recognise the effect of different activities on the body and to prepare for them physically work safely 	<ul style="list-style-type: none"> understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance	<ul style="list-style-type: none"> observe what they and others have done and use their observations to improve their performance 	<ul style="list-style-type: none"> describe and evaluate their own and others' performances, and identify areas that need improving 	<ul style="list-style-type: none"> see the importance of a group or team plan, and the value of pooling ideas improve their performance by changing or adapting their approaches as needed
Children working above average:			
Children working below average:			

Athletic activities	Year 1/2	Year 3/4	Year 5/6
QCA Units	Athletic Activities Unit 17	Athletic Activities Unit 18	Athletic Activities Unit 29
Acquiring and developing skills	<ul style="list-style-type: none"> remember, repeat and link combinations of actions use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> consolidate and improve the quality, range and consistency of the techniques they use for particular activities 	<ul style="list-style-type: none"> develop the consistency of their actions in a number of events increase the number of techniques they use
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> develop their ability to choose and use simple tactics and strategies in different situations 	<ul style="list-style-type: none"> choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> understand the basic principles of warming up understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	<ul style="list-style-type: none"> watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving 	<ul style="list-style-type: none"> evaluate their own and others' work and suggest ways to improve it
Children working above average:			
Children working below average:			

Progression in RE (based on Somerset Agreed Curriculum)

	Year 1	Year 2	Year 3/4	Year 5/6	Year 6+
AT1: Learning From Religion and Human Experience					
A Human Identity, Personality And Experience (Psychology) This area of enquiry may include study of, eg feelings, preferences, relationships (including relationships within the family and community).	Identify aspects of their own identity/ personality/ experience.	Identify aspects of others' identity/personality/experience, including religious aspects.	Compare aspects of, and influences on, their own identity/personality/experience, including religious aspects, with those of others.	Ask a range of questions about people's identity/personality/experience, including questions about the qualities that might be demonstrated by people with a faith commitment, and suggest appropriate answers.	
B The World In Which We Live (Ontology) This area of enquiry may include study of, eg experiences of amazement, wonder, sadness, disappointment, in connection with the natural world and life's journey.	Respond, in the light of their own experiences and thoughts, to stories or pictures which may cause people to wonder/ question.	Identify aspects of life which may cause people, including people with a faith commitment, to wonder/ question.	Compare their own ideas about life on earth with those of others, including people with a faith commitment.	Ask a range of questions about life on earth and suggest appropriate answers, making reference to the teaching of religions where appropriate.	
C People's Values And commitments (ethics) This area of enquiry may include study of, eg values, principles, rules, moral dilemmas.	Identify what is of value and concern to themselves and give a reason.	Identify what is of value and concern to others, including people with a faith commitment, and suggest reasons for their importance.	Make links between values and commitments, including religious values and commitments, and their own and others' attitudes and behaviour.	Ask a range of questions about choices and decisions and suggest what moral implications may be involved, making reference to the teaching of religions where appropriate.	

AT2: Learning About Religions						
D	Beliefs About Spiritual Dimensions Of Life Metaphysics) This area of enquiry may include study of beliefs about, eg God, gods, selfishness, self-sacrifice, enlightenment, truth, soul and the inner life, life after death. Pupils should use technical vocabulary more accurately and frequently as they progress.	Recall elements of stories which include some religious beliefs/ideas.	Demonstrate factual knowledge of some basic religious beliefs/ideas.	Explain meanings contained within religious stories that might be given by a believer.	Identify and compare some religious beliefs/ideas and describe their significance to believers.	
E	Religious Practices/ Lifestyles (Phenomenology) This area of enquiry may include study of, eg religious people, books, festivals, places, events, artefacts, lifestyle choices. Pupils should use technical vocabulary more accurately and frequently as they progress.	Recognise selected features of religions.	Demonstrate factual knowledge of selected features of religions.	Describe the function of key features of religions in relation to religious practice.	Identify and compare selected features of religions and describe their significance to believers.	Identify some of the principal features shared by different religions and explain how these features may have an impact on the lives of believers.
F	Ways Of Expressing Religious Beliefs/Ideas And Feelings (Language) This area of enquiry may include study of various forms of religious expression, eg art, music, literature, symbols, poetry, dance, drama, architecture, calligraphy. Pupils should use technical vocabulary more accurately and frequently as they progress.	Recognise symbols used in featured religions and recall elements of stories as conveyed through forms of religious expression.	Identify and give a possible meaning or message underlying an example of religious expression.	Make simple links between a range of examples of religious expression and the religious beliefs/ideas, feelings which underlie them.	Express beliefs/ideas, feelings using recognised styles of religious expression and describe the meaning of the symbolism used.	