



## Powerstock School Skills and Knowledge Progression

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# ENGLISH

Aligned with the **National Curriculum** and **Somerset Literacy Network Progression Ladder**, this skills and knowledge progression covers the key areas of reading, writing, grammar, punctuation, spelling, and spoken language, ensuring a gradual, structured development of literacy skills over the primary years.

## **Skills Progression Summary:**

**EYFS:** Focuses on early language development, basic reading, writing, and mark-making skills, fostering a love for books and storytelling.

**KS1 (Years 1-2):** Develops phonics knowledge, basic grammar, and reading comprehension, with emphasis on simple sentence writing and early narrative structure.

**Lower KS2 (Years 3-4):** Introduces more complex sentence structures, paragraphing, and use of descriptive language, expanding vocabulary and comprehension skills.

**Upper KS2 (Years 5-6):** Focuses on more advanced reading and writing skills, including inference, argumentation, literary devices, and formal writing styles, preparing students for secondary school expectations.



## EYFS

### KEY FOCUS: Early language development, speaking and listening skills, and beginning literacy.

#### Skills (I know how to...)

##### Speaking and Listening:

- Listen to stories, rhymes, and poems.
- Develop speaking skills by retelling simple stories and describing events.
- Begin to take turns in conversations.

##### Reading:

- Enjoy and engage with books and stories, handling them correctly.
- Recognise familiar words and begin to identify sounds in spoken words (phonics).
- Understand that print carries meaning and read simple, familiar words.

##### Writing:

- Begin mark-making, forming letters, and writing their own name.
- Start to write simple labels, captions, and familiar words.
- Understand that writing communicates meaning.

#### Knowledge (I know that...)

- Spoken language is important for communication and can express my ideas and feelings.
- Letters are symbols that represent sounds and can be used to form words.
- Stories have a beginning, middle, and end, and I can retell them using pictures and props.
- I can write my name and some familiar words, and I can use drawings to convey meaning.



## Year 1

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop confidence and fluency in reading, writing, and spelling, with an emphasis on phonics and grammar.**

Skills (I know how to...)	Knowledge (I know that...)
<b>Speaking and Listening:</b> <ul style="list-style-type: none"><li>Participate in discussions, asking questions, and responding to what others say.</li><li>Retell familiar stories using key phrases.</li><li>Begin to perform simple poems or rhymes.</li></ul>	<ul style="list-style-type: none"><li>The alphabet consists of 26 letters and can use them to spell simple words.</li></ul>
<b>Reading:</b> <ul style="list-style-type: none"><li>Decode words using phonics knowledge, focusing on phase 5 of phonics (blending sounds).</li><li>Recognise high-frequency and common exception words.</li><li>Understand and retell simple stories, and discuss key characters and events.</li></ul>	<ul style="list-style-type: none"><li>Sentences start with a capital letter and end with a full stop, question mark, or exclamation mark.</li><li>A narrative has a clear structure: beginning, middle, and end.</li><li>Descriptive words make writing more engaging.</li></ul>
<b>Writing:</b> <ul style="list-style-type: none"><li>Write simple sentences, using phonics for spelling and spacing between words.</li><li>Begin to use capital letters, full stops, and finger spaces.</li><li>Write recounts of personal experiences and simple stories.</li></ul>	
<b>Grammar and Punctuation:</b> <ul style="list-style-type: none"><li>Use capital letters for names and pronoun "I."</li><li>Recognise and begin using full stops and question marks.</li></ul>	



## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop confidence and fluency in reading, writing, and spelling, with an emphasis on phonics and grammar.

#### Skills (I know how to...)

##### **Speaking and Listening:**

- Participate in role play and drama, taking on different roles.
- Ask and answer questions about books and other texts read aloud.
- Speak clearly and with confidence when presenting to the class.

##### **Reading:**

- Decode words with increasing fluency, using phonics knowledge (phase 6) and reading multi-syllable words.
- Read simple chapter books, discussing plot, character, and predictions.
- Develop comprehension skills, including answering “who,” “what,” “where,” “when,” and “why” questions about texts.

##### **Writing:**

- Write narratives, letters, and descriptions with simple structure (beginning, middle, end).
- Use capital letters, full stops, question marks, and exclamation marks correctly.
- Begin to write in joined-up (cursive) handwriting.

##### **Grammar and Punctuation:**

- Use past and present tense consistently in writing.
- Use expanded noun phrases (e.g., “the big, blue car”).
- Begin using conjunctions (and, but, because) to join sentences.

#### Knowledge (I know that...)

- Conjunctions (and, but, or) can connect my sentences and ideas.
- Adjectives describe nouns, and I can use them to enhance my writing.
- Different types of texts (such as stories, letters, and poems) serve different purposes.
- Reading aloud with expression is important for understanding.



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop understanding of grammar, punctuation, and spelling, with increasing emphasis on text structure and vocabulary.

Skills (I know how to...)	Knowledge (I know that...)
<b>Speaking and Listening:</b>	
<ul style="list-style-type: none"><li>Take part in structured discussions, taking turns and building on others' ideas.</li><li>Use intonation and expression when reading aloud or performing.</li><li>Give short presentations or explain a process clearly.</li></ul>	<ul style="list-style-type: none"><li>Paragraphs organise writing by grouping related ideas.</li></ul>
<b>Reading:</b>	
<ul style="list-style-type: none"><li>Read with fluency and expression, focusing on comprehension and inference.</li><li>Use context to understand unfamiliar words, beginning to use a dictionary.</li><li>Identify key themes, settings, and character traits in fiction.</li></ul>	<ul style="list-style-type: none"><li>Dialogue uses speech marks to indicate spoken words.</li><li>Summarising a text captures its main idea.</li><li>Various punctuation marks clarify meaning in writing.</li></ul>
<b>Writing:</b>	
<ul style="list-style-type: none"><li>Plan, draft, and write longer pieces of text (e.g., stories, diaries, reports).</li><li>Use paragraphs to group ideas in writing.</li><li>Use more descriptive language, including similes and adjectives.</li></ul>	
<b>Grammar and Punctuation:</b>	
<ul style="list-style-type: none"><li>Use a range of conjunctions (when, if, because) and prepositions (before, after).</li><li>Correctly punctuate direct speech.</li><li>Use apostrophes for possession and contractions.</li></ul>	



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop understanding of grammar, punctuation, and spelling, with increasing emphasis on text structure and vocabulary.

#### Skills (I know how to...)

##### **Speaking and Listening:**

- Present ideas or information clearly in discussions, debates, or presentations.
- Perform poetry or play scripts with clear diction and expression.
- Respond thoughtfully to questions and opinions in discussions.

##### **Reading:**

- Read a variety of texts, including myths, legends, and non-fiction, identifying main ideas and themes.
- Begin to make inferences about character motives and predict outcomes.
- Use dictionaries and thesauruses independently to find meanings of words.

##### **Writing:**

- Write more complex narratives with clear structure, using settings, characters, and dialogue.
- Use a wider range of sentence structures (e.g., subordinate clauses).
- Edit and improve writing for clarity, consistency, and accuracy.

##### **Grammar and Punctuation:**

- Use inverted commas and other punctuation to indicate direct speech.
- Use pronouns to avoid repetition and make sentences clearer.
- Use fronted adverbials and understand the correct use of commas after them.

#### Knowledge (I know that...)

- Complex sentences enhance writing quality.
- Literary devices create vivid imagery.
- Researching and writing non-fiction requires clear presentation of facts.



## Year 5

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should develop writing stamina, comprehension skills, and an understanding of formal and informal writing styles, as well as improving fluency in spelling, punctuation, and grammar.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"><li>Lead discussions and debates, presenting a clear argument with evidence.</li><li>Perform plays, speeches, and poems with confidence and expression.</li><li>Use a formal tone in presentations when appropriate.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Read increasingly complex texts, including classic literature and non-fiction.</li><li>Make detailed inferences and provide evidence from the text.</li><li>Compare characters, themes, and viewpoints across different texts.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Plan and write longer texts (e.g., narratives, persuasive writing, reports), using paragraphs and varied sentence structures.</li><li>Use literary devices such as metaphors, personification, and complex sentences for effect.</li><li>Develop consistent style and voice in different writing genres.</li></ul> <p><b>Grammar and Punctuation:</b></p> <ul style="list-style-type: none"><li>Use a wider range of cohesive devices, including conjunctions, adverbials, and pronouns.</li><li>Punctuate complex sentences accurately, including use of colons and semi-colons.</li><li>Ensure subject-verb agreement, especially with more complex sentences.</li></ul>	<ul style="list-style-type: none"><li>Different genres require different styles and tones.</li><li>Outlines and mind maps can help organise writing ideas.</li><li>Literary techniques enrich writing and engage readers.</li></ul>



## Year 6

### NATIONAL CURRICULUM FOCUS (UKS2): Pupils should develop writing stamina, comprehension skills, and an understanding of formal and informal writing styles, as well as improving fluency in spelling, punctuation, and grammar.

#### Skills (I know how to...)

##### Speaking and Listening:

- Speak clearly and confidently in formal presentations and debates.
- Adapt spoken language to suit different contexts (e.g., formal, informal).
- Engage in collaborative conversations, building on others' ideas and challenging constructively.

##### Reading:

- Read and critically evaluate a wide range of fiction and non-fiction texts.
- Make comparisons within and between texts, analysing how language, structure, and presentation contribute to meaning.
- Use inference and deduction to explore deeper layers of meaning.

##### Writing:

- Write well-structured narratives, persuasive texts, explanations, and discussions, with clear purpose and audience in mind.
- Use advanced literary devices, such as flashback, foreshadowing, and varied narrative viewpoints.
- Edit writing to enhance clarity, consistency, and style, ensuring grammatical accuracy.

##### Grammar and Punctuation:

- Use advanced punctuation accurately (e.g., colons, semi-colons, dashes, hyphens).
- Manipulate sentence structures for effect, including passive voice, embedded clauses, and relative clauses.
- Ensure formal and informal writing styles are used appropriately depending on context.

#### Knowledge (I know that...)

- Advanced punctuation marks add precision to writing.
- Writing can be adapted for different audiences and purposes.
- Literary devices can be used strategically to enhance storytelling.



# MATHS

Aligned with the **National Curriculum** and the **White Rose Maths Scheme of Learning** the skills and knowledge progression ensures a solid and coherent build-up of mathematical understanding and fluency from **EYFS to Year 6**, emphasising reasoning, problem-solving, and real-world applications. This progression focuses on the development of key mathematical skills and understanding across number, geometry, measure, statistics, and reasoning.

## Skills Progression Summary:

**EYFS:** Focuses on the foundational concepts of number, shape, and measurement through exploration and play.

**KS1 (Years 1-2):** Builds fluency in counting, addition, subtraction, and understanding shapes and measurement, with an introduction to multiplication and fractions.

**Lower KS2 (Years 3-4):** Expands on place value, operations, fractions, and introduces formal written methods, alongside more complex geometry and measurement skills.

**Upper KS2 (Years 5-6):** Develops advanced number fluency, including fractions, decimals, percentages, algebra, and reasoning, preparing students for secondary-level mathematics.



## EYFS

### KEY FOCUS: Developing early mathematical skills through play and exploration.

#### Skills (I know how to...)

##### Number:

- Recognise and count numbers up to 10, then 20.
- Begin to understand the concept of “one more” and “one less.”
- Match quantities to numerals.
- Begin simple addition and subtraction using objects.

##### Numerical Patterns:

- Understand and create simple patterns (e.g., AB, AAB).
- Begin to compare quantities using vocabulary such as “more than,” “less than,” or “equal to.”

##### Shape, Space, and Measure:

- Explore and use basic shapes (e.g., circles, squares, triangles).
- Recognise and describe shapes in their environment.
- Understand basic concepts of length, height, and weight through comparison (e.g., longer/shorter, heavier/lighter).

#### Knowledge (I know that...)

- Numbers represent quantities and can be used for counting objects.
- I can compare and order objects by size, weight, and length using simple language.
- I can recognise and name basic 2D shapes (circle, square, triangle) and 3D shapes (cube, sphere).
- I can use simple mathematical language to describe my findings (more, less, big, small).



## Year 1

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop confidence and mental fluency with whole numbers, counting, and place value.**

Skills (I know how to...)	Knowledge (I know that...)
<b>Number:</b>	
<ul style="list-style-type: none"><li>Count to and across 100, forwards and backwards, starting from any number.</li><li>Read and write numbers to 100 in numerals and words.</li><li>Begin to understand place value (tens and ones).</li><li>Add and subtract one- and two-digit numbers to 20 using mental methods.</li></ul>	<ul style="list-style-type: none"><li>I can add and subtract numbers within 20 using various methods.</li><li>I can solve simple addition and subtraction problems.</li><li>I understand the concept of place value in numbers.</li><li>I can recognise common 2D and 3D shapes.</li></ul>
<b>Multiplication and Division:</b>	
<ul style="list-style-type: none"><li>Count in multiples of 2, 5, and 10.</li><li>Solve simple problems involving grouping and sharing.</li><li>Fractions:</li><li>Recognise and find halves and quarters of shapes, objects, and quantities.</li></ul>	
<b>Measurement:</b>	
<ul style="list-style-type: none"><li>Compare and measure length, height, weight, and capacity using non-standard units.</li><li>Tell the time to the hour and half-past the hour.</li></ul>	
<b>Geometry:</b>	
<ul style="list-style-type: none"><li>Recognise and name common 2D shapes (e.g., rectangles, squares, circles, triangles) and 3D shapes (e.g., cubes, spheres, cones).</li></ul>	



## Year 2

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop confidence and mental fluency with whole numbers, counting, and place value.**

Skills (I know how to...)	Knowledge (I know that...)
<b>Number:</b>	
<ul style="list-style-type: none"><li>Understand place value in two-digit numbers.</li><li>Compare and order numbers up to 100.</li><li>Add and subtract two-digit numbers using a number line or column method.</li></ul>	<ul style="list-style-type: none"><li>I can recognise, find, and name fractions such as halves, quarters, and thirds.</li><li>I can measure lengths using standard units (cm, m) and compare weights.</li><li>I understand the properties of 2D and 3D shapes.</li></ul>
<b>Multiplication and Division:</b>	
<ul style="list-style-type: none"><li>Recall and use multiplication and division facts for the 2, 5, and 10 times tables.</li><li>Understand the relationship between multiplication and division.</li></ul>	
<b>Fractions:</b>	
<ul style="list-style-type: none"><li>Find and recognise <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, and <math>\frac{3}{4}</math> of quantities and shapes.</li></ul>	
<b>Measurement:</b>	
<ul style="list-style-type: none"><li>Use standard units to measure length (cm/m), weight (g/kg), and capacity (ml/l).</li><li>Tell the time to the nearest five minutes.</li></ul>	
<b>Geometry:</b>	
<ul style="list-style-type: none"><li>Identify and describe the properties of 2D and 3D shapes.</li><li>Recognise lines of symmetry in simple shapes.</li></ul>	



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should become increasingly fluent with whole numbers, the four operations, and number facts, developing efficient written and mental methods.

#### Skills (I know how to...)

##### Number:

- Understand place value in three-digit numbers.
- Add and subtract three-digit numbers using column methods.
- Begin to use mental methods for addition and subtraction.

##### Multiplication and Division:

- Recall and use multiplication and division facts for the 3, 4, and 8 times tables.
- Develop formal written methods for multiplication and division of two-digit numbers.

##### Fractions:

- Recognise, find, and write fractions of a set of objects (e.g.,  $1/3$ ,  $1/4$ ,  $1/5$ ).
- Begin to add and subtract fractions with the same denominator.

##### Measurement:

- Measure, compare, and calculate lengths, mass, volume, and capacity using standard units.
- Tell the time on a 12-hour and 24-hour clock, and calculate time intervals.

##### Geometry:

- Identify angles as a property of shapes and associate them with turning.
- Draw and make 2D and 3D shapes using modelling materials.

#### Knowledge (I know that...)

- I can identify and calculate fractions of shapes and quantities.
- I understand the concept of multiplication as repeated addition.
- I can collect and interpret data using simple charts



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should become increasingly fluent with whole numbers, the four operations, and number facts, developing efficient written and mental methods.

#### Skills (I know how to...)

##### Number:

- Understand place value in four-digit numbers.
- Add and subtract numbers with up to four digits using formal written methods.
- Solve two-step addition and subtraction problems using reasoning.

##### Multiplication and Division:

- Recall multiplication and division facts for all times tables up to  $12 \times 12$ .
- Use formal written methods for multiplying and dividing larger numbers, including long multiplication for two-digit numbers.

##### Fractions and Decimals:

- Add and subtract fractions with the same denominator.
- Understand tenths and hundredths, and recognise decimal equivalents.

##### Measurement:

- Convert between different units of measure (e.g., cm to m, g to kg).
- Solve problems involving perimeter and area of rectilinear shapes.

##### Geometry:

- Identify and compare acute, obtuse, and right angles.
- Symmetry: Complete and draw symmetrical patterns.

#### Knowledge (I know that...)

- I can identify equivalent fractions and convert between them.
- I understand the relationship between multiplication and division.
- I can measure using different units and solve related problems.



## Year 5

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop fluency in written methods for all four operations, including fractions, decimals, and percentages, and consolidate reasoning and problem-solving skills

#### Skills (I know how to...)

##### Number:

- Read, write, and compare numbers to at least 1,000,000.
- Add and subtract whole numbers with more than four digits, including using formal written methods.
- Use rounding to check the accuracy of calculations.

##### Multiplication and Division:

- Multiply numbers up to four digits by a one- or two-digit number using a formal written method.
- Divide numbers up to four digits by a one-digit number using the formal written method of short division.

##### Fractions, Decimals, and Percentages:

- Compare and order fractions, and convert between mixed numbers and improper fractions.
- Add and subtract fractions with different denominators.
- Recognise and use thousandths, and relate them to decimals and percentages.

##### Measurement:

- Convert between different units of measure, including metric to imperial (e.g., cm to inches).
- Calculate the area and perimeter of compound shapes and begin to understand volume.

##### Geometry:

- Identify, measure, and draw angles, understanding degrees as a measure of turn.
- Reflect and translate shapes on a coordinate plane.

#### Knowledge (I know that...)

- I can calculate percentages and understand their applications.
- I can interpret data from various types of graphs.
- I understand the properties of angles and can measure them.



## Year 6

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop fluency in written methods for all four operations, including fractions, decimals, and percentages, and consolidate reasoning and problem-solving skills

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Number:</b></p> <ul style="list-style-type: none"><li>Work with numbers up to 10,000,000, including comparing and rounding.</li><li>Solve multi-step problems involving addition, subtraction, multiplication, and division using formal methods.</li></ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"><li>Multiply multi-digit numbers up to four digits by a two-digit number using long multiplication.</li><li>Divide numbers up to four digits by a two-digit number using long division.</li></ul> <p><b>Fractions, Decimals, and Percentages:</b></p> <ul style="list-style-type: none"><li>Simplify, compare, and order fractions, including fractions greater than 1.</li><li>Multiply and divide fractions and decimals by whole numbers.</li><li>Calculate percentages of quantities and use percentages in problem-solving.</li></ul> <p><b>Ratio and Proportion:</b></p> <ul style="list-style-type: none"><li>Solve problems involving ratio and proportion (e.g., recipes, scaling problems).</li><li>Understand the relationships between fractions, decimals, and percentages.</li></ul> <p><b>Algebra:</b></p> <ul style="list-style-type: none"><li>Use simple algebraic formulas and solve missing number problems using inverse operations.</li><li>Begin to use and understand simple linear equations.</li></ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"><li>Calculate area, perimeter, and volume of shapes, including triangles, parallelograms, and cuboids.</li><li>Solve problems involving converting between units of time and measure.</li></ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"><li>Recognise, describe, and build 3D shapes, including making nets.</li><li>Use coordinates to describe positions in four quadrants and draw and translate shapes.</li></ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"><li>Interpret and construct pie charts, line graphs, and other representations of data.</li><li>Calculate and interpret the mean, mode, and range.</li></ul>	<ul style="list-style-type: none"><li>I can calculate area, perimeter, and volume of various shapes.</li><li>I can analyse and interpret data, drawing conclusions from graphs.</li><li>I understand basic algebraic concepts and can apply them in problem-solving.</li></ul>



# SCIENCE

Aligned with the **National Curriculum** and the **Twinkl PlanIt Scheme of Learning**, the skills and knowledge progression is designed to develop scientific enquiry, understanding of the natural world, and knowledge across different scientific disciplines. It ensures that pupils develop the foundational scientific enquiry skills early and build upon them as they move through the curriculum. The Twinkl PlanIt Scheme integrates hands-on experiments and cross-curricular links to enhance engagement and understanding.

## Skills Progression Summary:

**EYFS:** Focuses on exploration and observation of the world, using senses and simple language.

**KS1 (Years 1-2):** Introduces basic scientific concepts and the skills of observation, simple tests, and classification.

**Lower KS2 (Years 3-4):** Develops enquiry skills with more structured investigations, focusing on data collection and classification.

**Upper KS2 (Years 5-6):** Expands enquiry skills to include planning and conducting more sophisticated experiments, analysing results, and understanding more complex scientific ideas.



## EYFS

### KEY FOCUS: Understanding the world through exploration and observation.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Scientific Enquiry:</b></p> <ul style="list-style-type: none"><li>Ask simple questions about the world around them (e.g., Why does it rain?).</li><li>Explore using their senses (e.g., touch, sight, smell) to investigate natural objects.</li></ul> <p><b>Skills Developed:</b></p> <ul style="list-style-type: none"><li>Exploration, observation, and discussion of immediate surroundings.</li><li>Curiosity and questioning about natural phenomena.</li><li>Use simple tools (e.g., magnifying glasses) to investigate objects and materials.</li></ul>	<ul style="list-style-type: none"><li>I can observe and describe the world around me using my senses.</li><li>Living things, including plants and animals, have different characteristics.</li><li>I can ask simple questions about the environment and begin to explore answers through investigation.</li></ul>



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Develop scientific enquiry skills by observing, questioning, and discussing simple scientific ideas.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"><li>Ask simple questions and make basic observations using their senses.</li><li>Conduct simple tests and experiments, e.g., exploring different materials.</li></ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>Observe closely, using basic equipment (e.g., magnifying glasses).</li><li>Identify and classify objects (e.g., sorting animals into groups).</li></ul>	<ul style="list-style-type: none"><li>I can identify and name common plants and animals, including their basic features.</li><li>I can describe the properties of different materials (e.g., wood, plastic, metal).</li><li>I can sort and group objects based on their properties or characteristics.</li><li>I can identify and describe the basic needs of animals and plants, including food, water, and light.</li></ul>

## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Develop scientific enquiry skills by observing, questioning, and discussing simple scientific ideas.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"><li>Ask more detailed questions based on observations and perform simple comparative tests.</li><li>Use simple scientific language to discuss findings.</li></ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>Gather and record data (e.g., through charts and diagrams).</li><li>Identify patterns in observations (e.g., how materials change when heated or cooled).</li></ul>	<ul style="list-style-type: none"><li>I can explore and compare the properties of materials, including their hardness, flexibility, and absorbency.</li><li>I can describe the life cycles of common animals and plants, including the stages of growth.</li><li>I can identify the main parts of plants and animals, and describe their functions (e.g., roots, leaves, lungs).</li><li>I can investigate how different conditions affect the growth of plants</li></ul>



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Develop scientific skills by observing, recording, and presenting data from investigations.

#### Skills (I know how to...)

##### • Working Scientifically:

- Ask relevant questions and use different types of scientific enquiries to answer them (e.g., testing how shadows change throughout the day).
- Set up simple practical enquiries and record results.

##### • Skills Focus:

- Make systematic observations and accurate measurements.
- Draw conclusions from results and begin to use simple graphs or tables to represent data.

#### Knowledge (I know that...)

- I can describe the structure and function of the human body's major systems (e.g., skeleton, muscles).
- I can identify and describe various habitats and the animals and plants that live there.
- I can explore and explain the properties of materials and their changes when heated or cooled.
- I can investigate the effects of forces, such as friction, on movement.

## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Develop scientific skills by observing, recording, and presenting data from investigations.

#### Skills (I know how to...)

##### • Working Scientifically:

- Set up more complex comparative and fair tests, controlling variables.
- Present findings in a variety of ways (charts, graphs, written explanations).

##### • Skills Focus:

- Classifying living things and materials based on specific criteria.
- Drawing simple conclusions from their investigations and beginning to evaluate methods

#### Knowledge (I know that...)

- I can classify living things into groups (e.g., plants, animals, fungi) and understand the concept of vertebrates and invertebrates.
- I can explain the water cycle, including evaporation, condensation, and precipitation.
- I can conduct experiments to investigate the conditions necessary for plants to grow.
- I can describe different types of rocks and soils and their formation processes.



## Year 5

### NATIONAL CURRICULUM FOCUS (UKS2): Develop more advanced scientific enquiry skills, including making predictions, fair testing, and understanding scientific concepts at a deeper level.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"><li>• Plan scientific investigations, identifying variables to control, measure, and change.</li><li>• Take precise measurements using a range of scientific equipment (e.g., thermometers, stopwatches).</li></ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>• Use scientific evidence to support or refute ideas.</li><li>• Record and present results using tables, graphs, and written reports.</li></ul>	<ul style="list-style-type: none"><li>• I can explore the properties of different materials and their uses based on their properties.</li><li>• I can describe the process of reproduction in plants and animals.</li><li>• I can investigate and explain the role of microorganisms in different environments.</li><li>• I can understand the basic principles of forces, including gravity and magnetism.</li></ul>

## Year 6

### NATIONAL CURRICULUM FOCUS (UKS2): Develop more advanced scientific enquiry skills, including making predictions, fair testing, and understanding scientific concepts at a deeper level.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"><li>• Plan investigations independently, identifying variables and potential outcomes.</li><li>• Evaluate methods and suggest improvements to experiments.</li></ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"><li>• Present complex data in scientific reports, using line graphs, bar charts, and scatter plots.</li><li>• Use more abstract scientific language and concepts (e.g., theories of evolution, inheritance).</li></ul>	<ul style="list-style-type: none"><li>• I can explain how different systems in the human body work together to maintain life (e.g., circulatory and respiratory systems).</li><li>• I can analyse changes in environments and ecosystems, including the impact of human activity on the planet.</li><li>• I can conduct scientific investigations, formulate hypotheses, and draw conclusions based on evidence.</li><li>• I can describe and explain how different materials can be changed through physical and chemical processes.</li></ul>



# GEOGRAPHY

Aligned with the **National Curriculum** and the **Collin's Connect Scheme of Learning**, this skills and knowledge progression builds from foundational knowledge in EYFS through to more advanced geographical skills and understanding by Year 6, integrating hands-on fieldwork, map skills, and thematic studies as students move through the primary years. The progression follows both the National Curriculum and Collins Connect's emphasis on developing locational knowledge, place understanding, and human and physical geography concepts.

## Skills Progression Summary:

**EYFS:** Children start to understand their surroundings, recognise familiar places like home and school and explore basic geographical features. They use simple maps and positional language to observe local geography.

**Key Stage 1:** Building on early experiences, children learn about the UK's four countries, continents, and oceans. They compare local and non-European areas, use simple maps, and develop basic fieldwork skills.

**Key Stage 2:** Geographical knowledge expands globally, focusing on regions in Europe and the Americas. Pupils study physical processes and human geography, enhance fieldwork skills with data collection and map reading, and explore global issues like climate change and sustainability.



## EYFS

### KEY FOCUS: Understanding of the World (aligned with Early Learning Goals)

#### Skills (I know how to...)

##### Locational Knowledge:

- Recognise familiar places, local environment, and daily routes (e.g., home to school).

##### Human and Physical Geography:

- Identify simple physical features (trees, hills, rivers) and human-made features (buildings, roads).

##### Place Knowledge:

- Compare and contrast different environments (e.g., rural vs. urban) through stories or local exploration.

##### Geographical Skills and Fieldwork:

- Explore maps and aerial images of familiar areas, use positional language (e.g., near, far), and make simple observations during outdoor activities.

#### Knowledge (I know that...)

- There are different places around me, like my home, school, and park.
- I can use pictures to show where things are.
- Some places are big, and some places are small.



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Introduction to geographical concepts and local study.

#### Skills (I know how to...)

##### Locational Knowledge:

- Name and locate the four countries of the UK, their capital cities, and surrounding seas.
- Begin to understand the concept of a continent and ocean.

##### Place Knowledge:

- Study a small area of the UK and a small area in a contrasting non-European country, identifying similarities and differences.

##### Human and Physical Geography:

- Identify basic physical features (e.g., beach, forest, hill) and human features (e.g., house, shop, road).

##### Geographical Skills and Fieldwork:

- Use simple maps and atlases, identify key features, and create simple maps with symbols.
- Use directional language (e.g., left, right) and simple compass directions (N, S, E, W).

#### Knowledge (I know that...)

- A map shows where places are located.
- Words like 'near' and 'far' describe locations.
- There are different types of places, such as homes, schools, and shops in my local area.



## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Introduction to geographical concepts and local study.

#### Skills (I know how to...)

##### Locational Knowledge:

- Name and locate the world's seven continents and five oceans.
- Further develop knowledge of the UK's regions and surrounding seas.

##### Place Knowledge:

- Compare the geography of a region in the UK with a region in a contrasting non-European country.

##### Human and Physical Geography:

- Recognise and discuss the features of different landscapes (e.g., rivers, mountains, coasts).
- Introduce weather patterns, focusing on seasonal changes in the UK and hot/cold places globally.

##### Geographical Skills and Fieldwork:

- Build on map skills, recognising symbols and following a simple key.
- Use basic observational skills during local fieldwork, using simple tools like magnifying glasses.
- Create simple maps and use symbols to represent features.

#### Knowledge (I know that...)

- The world has seven continents and five oceans.
- Different areas can be urban (cities) or rural (countryside).
- There are similarities and differences between where I live and other parts of Europe.



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Expansion of geographical concepts, focus on different regions, and more complex fieldwork and map skills.

Skills (I know how to...)	Knowledge (I know that...)
<b>Locational Knowledge:</b> <ul style="list-style-type: none"><li>Learn the key countries of Europe, including Russia, and their major cities.</li><li>Explore latitude, longitude, and the Equator.</li></ul>	<ul style="list-style-type: none"><li>Maps can help us find our way and understand where places are.</li><li>Human activities, like building towns, can change the environment.</li></ul>
<b>Place Knowledge:</b> <ul style="list-style-type: none"><li>Compare and contrast a region in the UK with a European region, focusing on human and physical geography.</li></ul>	<ul style="list-style-type: none"><li>Landmarks, physical and human geographical features of my region have similarities and differences between other parts of the UK and Europe.</li></ul>
<b>Human and Physical Geography:</b> <ul style="list-style-type: none"><li>Study different climates and biomes, and how human activity affects the landscape (e.g., farming, settlement).</li></ul>	
<b>Geographical Skills and Fieldwork:</b> <ul style="list-style-type: none"><li>Develop mapping skills using OS maps and digital maps, recognise grid references, and use keys.</li><li>Conduct fieldwork in the local area, using simple data collection methods (e.g., weather observations).</li></ul>	



## Year 4

### NATIONAL CURRICULUM FOCUS (KS2): Expansion of geographical concepts, focus on different regions, and more complex fieldwork and map skills.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"><li>Explore the Northern and Southern Hemispheres, tropics of Cancer and Capricorn, and the Arctic and Antarctic circles.</li><li>Learn about key global regions (e.g., North and South America).</li></ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"><li>Study the geography of a region in North or South America, making comparisons with the UK.</li></ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"><li>Explore physical processes (e.g., river formation, mountains, volcanoes, earthquakes) and their effects on human settlement.</li></ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"><li>Enhance mapping skills using four-figure grid references and field sketches.</li><li>Collect and analyse data from fieldwork to understand geographical patterns (e.g., land use, weather).</li><li>Use grid references to find specific locations on a map.</li></ul>	<ul style="list-style-type: none"><li>Physical features like mountains and rivers affect how people live.</li><li>Time zones help us understand why it's different times in various parts of the world.</li></ul>



## Year 5

### NATIONAL CURRICULUM FOCUS (KS2): Expansion of geographical concepts, focus on different regions, and more complex fieldwork and map skills.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"><li>Understand the significance of longitude and latitude, the Prime Meridian, and time zones.</li><li>Study the distribution of key natural resources globally (e.g., energy, minerals).</li></ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"><li>In-depth study of a region in North or South America, focusing on its physical and human features and how these shape the environment.</li></ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"><li>Explore the water cycle, rivers, and their importance in human geography (e.g., cities built along rivers).</li><li>Investigate environmental issues like climate change, deforestation, and sustainability.</li></ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"><li>Use digital technologies and more advanced tools (e.g., weather stations) for data collection during fieldwork.</li><li>Understand six-figure grid references and use them to interpret OS maps.</li></ul>	<ul style="list-style-type: none"><li>Cultures and environments are connected around the world.</li><li>Maps can show different information, like population or weather patterns.</li><li>The water cycle is important for understanding weather and climate.</li></ul>



## Year 6

### NATIONAL CURRICULUM FOCUS (KS2): Expansion of geographical concepts, focus on different regions, and more complex fieldwork and map skills.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"><li>Recap global geography, focusing on key environmental and human patterns (e.g., population, climate zones).</li><li>Explore trade routes and global economic connections, including the impact of geography on development.</li></ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"><li>Study a region in the UK and compare it with a region in a different continent (Africa, Asia).</li></ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"><li>Explore more complex physical features (e.g., mountains, rivers) and human geography (e.g., economic activity, urbanisation).</li><li>Examine global environmental challenges (e.g., biodiversity loss, pollution).</li></ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"><li>Conduct detailed fieldwork studies, including data collection, interpretation, and presentation (charts, graphs).</li><li>Interpret complex maps, including thematic maps, and use technology for geographical analysis.</li></ul>	<ul style="list-style-type: none"><li>Geography influences history and culture in different regions.</li><li>Human migration affects the population and culture of areas.</li><li>Climate change is a global issue that impacts our environment.</li></ul>



# HISTORY

Aligned with the **National Curriculum** and the **Collins Connect Scheme of Learning**, the skills and knowledge progression develops historical understanding through key concepts such as chronology, historical enquiry, interpretation of sources, and understanding of significant events and people. This progression ensures students build their historical thinking and inquiry skills.

## **Skills Progression Summary:**

**EYFS:** Understanding personal history and the concept of past and present.

**KS1 (Years 1-2):** Developing awareness of historical events and figures and understanding simple chronology.

**Lower KS2 (Years 3-4):** Gaining knowledge of early civilizations, chronology (BC/AD), and basic source analysis.

**Upper KS2 (Years 5-6):** Building complex chronological understanding, evaluating sources for reliability, and exploring differing historical interpretations.



## EYFS

### KEY FOCUS: Developing an early understanding of past and present in the context of the child's own life and family.

#### Skills (I know how to...)

##### Chronology:

- Begin to distinguish between the past and present (e.g., talking about events like birthdays).
- Understand terms like “yesterday” and “long ago.”

##### Historical Enquiry:

- Use stories and objects to talk about past events (e.g., family traditions).

##### Understanding of the World:

- Recognise key family members and their roles in the past.

#### Knowledge (I know that...)

- My family has traditions that are part of our history.
- People and things can change over time, like my favourite toys.
- Some special days, like birthdays and holidays, are celebrated each year.
- There are stories about people from the past, like kings and queens.



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop an awareness of the past, using common vocabulary relating to time. They should learn about significant individuals and events

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Chronology:</b></p> <ul style="list-style-type: none"><li>Place events and objects in order, developing an understanding of time periods (yesterday, last week, long ago).</li><li>Begin to use simple timelines (e.g., personal timeline).</li></ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>Ask and answer questions about the past using pictures and stories.</li><li>Use sources such as photographs and objects to make observations.</li></ul>	<ul style="list-style-type: none"><li>My family has its own history and traditions.</li><li>Some people were famous in the past, like Florence Nightingale.</li><li>The past is different from the present and future.</li></ul>

## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop an awareness of the past, using common vocabulary relating to time. They should learn about significant individuals and events

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Chronology:</b></p> <ul style="list-style-type: none"><li>Develop a broader sense of historical periods, e.g., "100 years ago" or "Victorian times."</li><li>Place important events or people on a timeline.</li></ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>Use a wider range of sources (artefacts, photos, simple historical texts).</li><li>Ask more detailed questions like "How do we know?" and "Why did this happen?"</li></ul> <p><b>Interpretation of History:</b></p> <ul style="list-style-type: none"><li>Recognise that the past is represented in different ways (e.g., through different pictures or stories of the same event).</li></ul>	<ul style="list-style-type: none"><li>The Great Fire of London happened a long time ago and changed the city.</li><li>Some inventions have changed how we live today, like the telephone.</li><li>Some people in the past lived very differently from how I live now.</li></ul>



## Year 3

**NATIONAL CURRICULUM FOCUS (KS2): Pupils should develop a chronologically secure knowledge of history. They should understand how history fits together and how different events are interconnected**

Skills (I know how to...)	Knowledge (I know that...)
<b>Chronology:</b> <ul style="list-style-type: none"><li>Understand the concept of BC (Before Christ) and AD (Anno Domini).</li><li>Place periods studied (e.g., Stone Age, Romans) on a timeline.</li></ul>	<ul style="list-style-type: none"><li>The Egyptians built pyramids and had a rich culture.</li><li>There are different periods in history, like the Stone Age and Iron Age.</li><li>Significant events, like the Romans invading Britain, have shaped our country.</li></ul>
<b>Historical Enquiry:</b> <ul style="list-style-type: none"><li>Ask and answer more complex questions by investigating primary and secondary sources.</li><li>Make basic inferences from historical artefacts and images.</li></ul>	
<b>Interpretation of History:</b> <ul style="list-style-type: none"><li>Begin to explore how different historical events are interpreted differently based on evidence.</li></ul>	



## Year 4

**NATIONAL CURRICULUM FOCUS (KS2): Pupils should develop a chronologically secure knowledge of history. They should understand how history fits together and how different events are interconnected**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Chronology:</b></p> <ul style="list-style-type: none"><li>Develop more nuanced use of timelines, plotting key events and figures across centuries.</li><li>Begin to make connections between different time periods.</li></ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>Use a variety of evidence (archaeological, written records) to answer historical questions.</li><li>Start considering the reliability of sources.</li></ul> <p><b>Interpretation of History:</b></p> <ul style="list-style-type: none"><li>Explore more in-depth how historical events can be interpreted differently based on multiple sources of evidence (e.g., Viking invasions).</li></ul>	<ul style="list-style-type: none"><li>The Anglo-Saxons and Vikings had a lasting impact on British history.</li><li>Medieval castles were built for protection and have interesting features.</li><li>Historical events can be viewed from multiple perspectives.</li><li>Local history can tell us about my own community's past.</li></ul>



## Year 5

### **NATIONAL CURRICULUM FOCUS (KS2): Pupils should develop a chronologically secure knowledge of history. They should understand how history fits together and how different events are interconnected**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Chronology:</b></p> <ul style="list-style-type: none"><li>Understand more complex timelines, including overlaps between civilizations (e.g., Ancient Egyptians and Ancient Greeks).</li><li>Connect local, British, and world history within a timeline framework.</li></ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>Use more sophisticated sources (e.g., historical documents, reports).</li><li>Evaluate the validity of sources, beginning to understand bias.</li></ul> <p><b>Interpretation of History:</b></p> <ul style="list-style-type: none"><li>Recognise that different people may interpret history in various ways depending on the evidence they use.</li></ul>	<ul style="list-style-type: none"><li>The Tudors were a powerful family that influenced England's history.</li><li>The Industrial Revolution brought major changes to society and industry.</li><li>Historical events can have both positive and negative impacts on people's lives.</li></ul>



## Year 6

**NATIONAL CURRICULUM FOCUS (KS2): Pupils should develop a chronologically secure knowledge of history. They should understand how history fits together and how different events are interconnected**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Chronology:</b></p> <ul style="list-style-type: none"><li>Develop a strong chronological understanding of key British and world events and place them on a detailed timeline.</li><li>Understand the concepts of continuity and change over long periods.</li></ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"><li>Conduct independent research, using a wide range of sources, to answer questions about the past.</li><li>Critically evaluate primary and secondary sources, identifying bias and purpose.</li></ul> <p><b>Interpretation of History:</b></p> <ul style="list-style-type: none"><li>Explore how and why historical events are interpreted differently by historians and the media.</li></ul> <p><b>Legacy and Impact of Historical Events:</b></p> <ul style="list-style-type: none"><li>Understand how key historical events shaped modern Britain (e.g., the influence of the British Empire).</li></ul>	<ul style="list-style-type: none"><li>World War I and World War II were significant events that affected many nations.</li><li>The British Empire expanded across the world and had both positive and negative effects.</li><li>Historical interpretations can vary based on the evidence and perspective of the historian.</li><li>Studying history helps us understand our place in the world and the importance of making informed choices for the future.</li></ul>



# FRENCH

This skills and knowledge progression is aligned with the **National Curriculum** and the **Twinkl PlanIt scheme of learning**. This progression ensures that pupils develop their **French language skills** in a structured way, from early listening and speaking in the younger years to more sophisticated use of language in Key Stage 2. The National Curriculum requires foreign language learning from Key Stage 2, so this progression will begin with a foundation in EYFS and KS1 (where applicable), followed by structured skill development in KS2.

## Skills Progression Summary:

- **EYFS and KS1:** Focus on oral language exposure, listening, and simple greetings and responses, through songs, stories, and play.
- **Lower KS2 (Years 3-4):** Begin to develop basic communication skills in French, with a focus on listening, speaking, reading, and simple writing tasks.
- **Upper KS2 (Years 5-6):** Extend skills to include more complex speaking, reading, and writing, with a focus on grammar, accurate pronunciation, and cultural understanding. Pupils become more confident in expressing opinions and writing short paragraphs.



## EYFS

### KEY FOCUS: Exposure to language through songs, stories, and play, developing an awareness of languages other than English.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Listen to simple French songs, rhymes, and greetings.</li><li>Recognise the sound of basic French words (e.g., numbers, colours).</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Join in with simple French greetings (e.g., "Bonjour", "Merci").</li><li>Attempt to repeat words or phrases they hear in songs and stories.</li></ul>	<ul style="list-style-type: none"><li>Some words in French are different from English.</li><li>People in France speak French.</li><li>I can greet someone in French, like saying "Bonjour."</li><li>Colours have names in French, like "rouge" for red.</li></ul>

- Listen to simple French songs, rhymes, and greetings.
- Recognise the sound of basic French words (e.g., numbers, colours).

- Join in with simple French greetings (e.g., "Bonjour", "Merci").
- Attempt to repeat words or phrases they hear in songs and stories.

## Year 1 and 2

### KEY FOCUS: Continuing exposure to French through oral activities, focusing on listening and speaking

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Listen to French songs, rhymes, and short stories.</li><li>Begin to understand simple classroom instructions or greetings (e.g., "Asseyez-vous", "Comment ça va?").</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Practice repeating simple words and phrases (e.g., saying their name, counting to 10).</li><li>Participate in simple role-play situations, such as greetings or asking someone's name.</li></ul> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"><li>Not expected to read or write in French but may recognise some written words in context (e.g., numbers, colours).</li></ul>	<ul style="list-style-type: none"><li>I can say my name in French.</li><li>Numbers 1 to 10 are the same in French, like "un" for one.</li><li>Some animals have different names in French, like "chat" for cat.</li><li>I can ask someone how they are by saying "Ça va?"</li><li>I can count to 10 in French.</li><li>I can describe my family using simple words like "maman" for mom and "papa" for dad.</li><li>Days of the week have names in French, like "lundi" for Monday.</li><li>I can sing a simple song in French.</li></ul>

- Listen to French songs, rhymes, and short stories.
- Begin to understand simple classroom instructions or greetings (e.g., "Asseyez-vous", "Comment ça va?").

- Practice repeating simple words and phrases (e.g., saying their name, counting to 10).
- Participate in simple role-play situations, such as greetings or asking someone's name.

- Not expected to read or write in French but may recognise some written words in context (e.g., numbers, colours).



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should begin learning French in a structured way, focusing on listening, speaking, reading, and writing, while developing cultural understanding.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Listen to and understand familiar spoken words and phrases (e.g., greetings, classroom instructions).</li><li>Respond to simple questions and instructions with short phrases (e.g., "Ça va?" "Oui, ça va").</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Participate in short dialogues, using learned phrases (e.g., asking someone's name or age).</li><li>Pronounce familiar words accurately, copying sounds from the teacher or audio resources.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Begin to recognise and read simple French words and phrases (e.g., days of the week, numbers 1-20, colours).</li><li>Match written words to pictures or actions.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Copy simple words or short phrases with correct spelling (e.g., writing their name, numbers, colours).</li><li>Begin to label items with French vocabulary (e.g., labelling classroom objects).</li></ul> <p><b>Cultural Awareness:</b></p> <ul style="list-style-type: none"><li>Learn about French-speaking countries and compare French customs and festivals to those in the UK (e.g., how Christmas or birthdays are celebrated in France).</li></ul>	<ul style="list-style-type: none"><li>I can count to 20 in French.</li><li>I can talk about my favourite food in French, like "pomme" for apple.</li><li>I can ask for things politely using "s'il vous plaît" (please).</li><li>I can name common classroom objects in French, like "stylo" for pen.</li><li>I can use basic verbs like "avoir" (to have) and "être" (to be).</li></ul>



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should begin learning French in a structured way, focusing on listening, speaking, reading, and writing, while developing cultural understanding.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Listen to longer spoken phrases and instructions, showing understanding through responses or actions.</li><li>Understand and follow classroom routines in French (e.g., "Rangez vos affaires", "Ecoutez").</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Take part in role-play conversations, such as shopping dialogues or ordering food.</li><li>Begin to use intonation in questions and responses (e.g., "Qu'est-ce que c'est?").</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Read and understand short, simple texts, such as a postcard, short story, or dialogue.</li><li>Begin to use bilingual dictionaries to look up unfamiliar words.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Write short sentences using learned phrases (e.g., "J'ai un frère", "Mon anniversaire est en mai").</li><li>Begin to construct simple sentences using a template (e.g., describing animals or family members).</li></ul> <p><b>Cultural Awareness:</b></p> <ul style="list-style-type: none"><li>Explore French traditions, such as national holidays, French cuisine, and typical French school days.</li><li>Compare French daily life with their own (e.g., school routines, mealtimes).</li></ul>	<ul style="list-style-type: none"><li>I can form simple sentences in French about myself and my interests.</li><li>I can talk about the weather using phrases like "Il fait chaud" (It's hot).</li><li>I can express likes and dislikes with "J'aime" (I like) and "Je n'aime pas" (I don't like).</li><li>I can name some places in town, such as "école" (school) and "magasin" (shop).</li></ul>



## Year 5

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should extend their ability to understand and communicate in French, both orally and in writing, with a deeper understanding of grammatical structures and cultural awareness.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Understand more complex spoken phrases and short passages, identifying key points.</li><li>Listen to familiar stories or songs and answer questions about the content.</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Engage in longer conversations, asking and answering a range of questions (e.g., "Où habites-tu?").</li><li>Express opinions or preferences in short sentences (e.g., "J'aime le football" or "Je préfère les chiens").</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Read and understand short paragraphs about familiar topics (e.g., family, hobbies).</li><li>Begin to understand basic grammar concepts, such as masculine/feminine nouns, plural forms, and adjectives that agree with nouns.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Write short paragraphs about themselves, their likes and dislikes, and simple topics (e.g., family, pets, hobbies).</li><li>Use basic conjunctions to link ideas (e.g., "et", "mais").</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>Understand simple verb conjugation in the present tense (e.g., "Je suis", "Tu es", "Il/Elle a").</li><li>Begin to use adjectives to describe nouns, with correct agreement (e.g., "un chien noir", "une maison blanche").</li></ul> <p><b>Cultural Awareness:</b></p> <ul style="list-style-type: none"><li>Research a French city or region and compare it to a similar place in the UK.</li><li>Explore French art, music, and literature, and how they influence culture.</li></ul>	<ul style="list-style-type: none"><li>I can describe my daily routine using simple verbs.</li><li>I can write short paragraphs about my family and pets in French.</li><li>I can use adjectives to describe people, like "grand" (tall) or "gentil" (kind).</li><li>I can understand and respond to basic questions in French.</li></ul>



## Year 6

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should extend their ability to understand and communicate in French, both orally and in writing, with a deeper understanding of grammatical structures and cultural awareness.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening:</b></p> <ul style="list-style-type: none"><li>Listen to and understand a range of spoken passages, including instructions, conversations, and short stories.</li><li>Pick out key information from extended listening exercises (e.g., a description of someone's daily routine).</li></ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>Participate in structured conversations on a variety of topics (e.g., discussing weekend activities or making plans).</li><li>Begin to speak with greater spontaneity, using a wider range of vocabulary and sentence structures.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Read and understand longer texts, such as emails, dialogues, and short stories, identifying key details and main ideas.</li><li>Use context to guess the meaning of unfamiliar words and phrases.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Write longer paragraphs or short letters, describing experiences, expressing opinions, and narrating events (e.g., a holiday or a typical school day).</li><li>Use a wider range of conjunctions and sentence starters to vary sentence structure (e.g., "d'abord", "ensuite", "parce que").</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>Use present tense verbs confidently and begin to explore other tenses (e.g., near future "je vais", past tense "j'ai fait").</li><li>Use a range of adjectives with correct agreements and positions (e.g., "un grand arbre", "une petite maison rouge").</li></ul> <p><b>Cultural Awareness:</b></p> <ul style="list-style-type: none"><li>Explore aspects of French history, geography, and famous French figures (e.g., Napoleon, Marie Curie).</li><li>Discuss how French culture has influenced the world, particularly in areas such as cuisine, fashion, and art.</li></ul>	<ul style="list-style-type: none"><li>I can have a simple conversation in French about my hobbies and interests.</li><li>I can use different tenses, like present and past, to describe what I did.</li><li>I can read and understand short texts in French, such as stories or poems.</li><li>I can use French in real-life contexts, such as shopping or ordering food.</li></ul>



# PSHE

This skills and knowledge progression is aligned with the **National Curriculum** and the **SCARF Education Programme**.

This progression emphasises emotional, social, and physical development, as well as health, wellbeing, and citizenship.

## Skills Progression Summary:

- **EYFS:** Focus on building emotional awareness, self-care, and friendships through play and exploration.
- **KS1 (Years 1-2):** Develop an understanding of basic emotions, healthy choices, and safe relationships.
- **Lower KS2 (Years 3-4):** Deepen emotional literacy, introduce conflict resolution, and build understanding of healthy lifestyles and online safety.
- **Upper KS2 (Years 5-6):** Explore complex emotions, puberty, relationships, citizenship, and strategies for managing stress, preparing for adolescence and transitions.



## EYFS

### KEY FOCUS: Developing the foundation for personal, social, and emotional wellbeing.

#### Skills (I know how to...)

##### Self-awareness and Self-care:

- Begin to express feelings and identify how others may feel (e.g., happy, sad, angry).
- Learn simple strategies to manage feelings, such as taking deep breaths or talking to a trusted adult.

##### Building Relationships:

- Learn how to make friends and be kind to others (e.g., sharing and taking turns).
- Understand the importance of asking for help and who to ask (e.g., parents, teachers).

##### Health and Hygiene:

- Begin to understand simple hygiene routines, such as washing hands and brushing teeth.
- Learn about making healthy choices (e.g., healthy eating, exercise).

#### Knowledge (I know that...)

- I have feelings and can express them.
- Other people have feelings too.
- It is important to share and take turns.
- I can ask for help when I need it.
- My body is mine, and I can say no to unwanted touches.



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should learn about personal identity, managing feelings, and maintaining positive relationships, as well as health and safety.

#### Skills (I know how to...)

##### Self-awareness and Self-care:

- Recognise and name a range of feelings in themselves and others (e.g., excited, nervous).
- Develop simple strategies to manage emotions (e.g., calming down or asking for help).
- Understand the concept of personal strengths and achievements.

##### Building Relationships:

- Learn the basics of friendship, including how to play with others and resolve conflicts.
- Understand the concept of fairness, kindness, and how to include others.

##### Health and Wellbeing:

- Learn about basic hygiene practices and why they are important.
- Understand the importance of sleep, healthy eating, and regular physical activity.

#### Knowledge (I know that...)

- There are different types of families and that all families are unique.
- I can identify and name my feelings and some ways to manage them.
- It's important to be kind and respectful to others.
- I can make safe choices and understand what 'safe' means.
- I have the right to speak up about things that concern me.

*These are developed throughout Year 1 and Year 2.*



## Year 2

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should learn about personal identity, managing feelings, and maintaining positive relationships, as well as health and safety.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Self-awareness and Self-care:</b></p> <ul style="list-style-type: none"><li>• Begin to understand how different situations affect emotions and how to cope with disappointment or frustration.</li><li>• Explore strategies to build confidence and resilience (e.g., trying again after failing).</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>• Understand the qualities of a good friend and how to manage disagreements.</li><li>• Learn how to recognise and report hurtful behaviours such as bullying.</li></ul> <p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"><li>• Understand the basics of a healthy lifestyle, including eating, exercise, and rest.</li><li>• Learn about safety in different environments (e.g., road safety, stranger danger).</li></ul>	<ul style="list-style-type: none"><li>• There are different types of families and that all families are unique.</li><li>• I can identify and name my feelings and some ways to manage them.</li><li>• It's important to be kind and respectful to others.</li><li>• I can make safe choices and understand what 'safe' means.</li><li>• I have the right to speak up about things that concern me.</li></ul> <p><i>These are developed throughout Year 1 and Year 2.</i></p>



## Year 3

**NATIONAL CURRICULUM FOCUS (LKS2): Pupils should learn about personal identity, self-confidence, health, and safety, as well as the responsibilities of relationships and communities.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Self-awareness and Self-care:</b></p> <ul style="list-style-type: none"><li>• Recognise a wider range of emotions and understand how they are linked to behaviour (e.g., how anger can lead to shouting).</li><li>• Develop strategies for self-regulation, such as relaxation techniques or problem-solving steps.</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>• Understand the importance of empathy and listening to others' feelings.</li><li>• Learn about trust, respect, and how to form positive relationships with others.</li></ul> <p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"><li>• Explore the importance of balanced nutrition, hydration, and exercise.</li><li>• Understand basic first aid and what to do in an emergency.</li></ul>	<ul style="list-style-type: none"><li>• I can recognise my strengths and how they make me unique.</li><li>• It is important to set personal goals and work towards achieving them.</li><li>• There are different kinds of relationships, and it's important to respect differences.</li><li>• My choices can affect my health and well-being.</li><li>• It is essential to understand the importance of consent and personal boundaries.</li></ul> <p><i>These are developed throughout Year 3 and Year 4.</i></p>



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should learn about personal identity, self-confidence, health, and safety, as well as the responsibilities of relationships and communities.

#### Skills (I know how to...)

##### Self-awareness and Self-care:

- Explore the concept of a growth mindset, understanding that effort and persistence can lead to improvement.
- Learn how to set simple personal goals and track progress.

##### Building Relationships:

- Develop conflict resolution skills, learning how to compromise and negotiate.
- Understand more about peer pressure and the importance of standing up for what is right.

##### Health and Wellbeing:

- Understand the concept of mental health and emotional wellbeing, and how to maintain it (e.g., by talking to someone or practicing mindfulness).
- Learn about online safety, including what to do if something makes them uncomfortable online.

#### Knowledge (I know that...)

- I can recognise my strengths and how they make me unique.
- It is important to set personal goals and work towards achieving them.
- There are different kinds of relationships, and it's important to respect differences.
- My choices can affect my health and well-being.
- It is essential to understand the importance of consent and personal boundaries.

*These are developed throughout Year 3 and Year 4.*



## Year 5

### NATIONAL CURRICULUM FOCUS (UKS2): Pupils should learn about managing change (including puberty and transition), personal identity, relationships, and responsibilities as citizens.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Self-awareness and Self-care:</b></p> <ul style="list-style-type: none"><li>• Deepen understanding of emotional literacy by exploring complex emotions (e.g., jealousy, frustration) and learning how to manage them.</li><li>• Develop resilience by learning how to bounce back from setbacks.</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>• Explore the importance of positive self-talk and self-esteem in building relationships.</li><li>• Learn about the impact of bullying (including cyberbullying) and how to seek help.</li></ul> <p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"><li>• Learn about puberty and the physical and emotional changes it brings, including personal hygiene.</li><li>• Understand the importance of online safety, digital wellbeing, and the concept of a digital footprint.</li></ul> <p><b>Citizenship:</b></p> <ul style="list-style-type: none"><li>• Begin to explore local and global issues (e.g., climate change, diversity) and how they can make a difference in their community.</li></ul>	<ul style="list-style-type: none"><li>• I can understand and manage my emotions effectively in different situations.</li><li>• Healthy relationships are based on trust, respect, and communication.</li><li>• I can make informed choices about my physical and mental health.</li><li>• Peer pressure can influence my decisions, and I can resist it.</li><li>• I have responsibilities towards myself and others in my community.</li></ul> <p><i>These are developed throughout Year 5 and Year 6.</i></p>



## Year 6

### NATIONAL CURRICULUM FOCUS (UKS2): Pupils should learn about managing change (including puberty and transition), personal identity, relationships, and responsibilities as citizens.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Self-awareness and Self-care:</b></p> <ul style="list-style-type: none"><li>Explore strategies for managing stress and anxiety, especially related to change (e.g., transitioning to secondary school).</li><li>Understand the importance of self-reflection, setting goals, and preparing for future challenges.</li></ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"><li>Learn about respectful relationships, understanding consent, boundaries, and mutual respect.</li><li>Understand how to manage and sustain friendships, particularly during times of change (e.g., transitioning schools).</li></ul> <p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"><li>Learn about the influence of the media and social media on body image, self-esteem, and wellbeing.</li><li>Continue learning about the changes associated with puberty and how to manage these confidently.</li></ul> <p><b>Citizenship:</b></p> <ul style="list-style-type: none"><li>Develop an understanding of democracy, human rights, and responsibilities as citizens (e.g., how laws are made).</li><li>Explore environmental issues and how personal choices (e.g., reducing waste) impact the planet.</li></ul>	<ul style="list-style-type: none"><li>I can understand and manage my emotions effectively in different situations.</li><li>Healthy relationships are based on trust, respect, and communication.</li><li>I can make informed choices about my physical and mental health.</li><li>Peer pressure can influence my decisions, and I can resist it.</li><li>I have responsibilities towards myself and others in my community.</li></ul> <p><i>These are developed throughout Year 5 and Year 6.</i></p>



# ART

This skills and knowledge progression is aligned with the **National Curriculum** and **Access Art Scheme of Learning**. It ensures that pupils build artistic skills and creative confidence as they move through primary school. This progression is designed to develop artistic techniques, creativity, and understanding of art forms, media, and the work of others.

## **Skills Progression Summary:**

- **EYFS:** Focuses on exploration and experimentation with materials, tools, and textures to express creativity.
- **KS1 (Years 1-2):** Introduces the basics of drawing, painting, sculpture, and collage, while beginning to explore colour, texture, and pattern.
- **Lower KS2 (Years 3-4):** Develops more control and technique in drawing, painting, and 3D work, while studying a wider range of artists and cultures.
- **Upper KS2 (Years 5-6):** Focuses on refining artistic techniques, understanding perspective, complex forms, and studying art history and critical reflection.



## EYFS

### KEY FOCUS: Developing creative expression and fine motor skills through exploration of materials and tools.

#### Skills (I know how to...)

##### Exploring and Using Media:

- Experiment with materials (e.g., paints, crayons, clay) to create textures and shapes.

##### Creating with Purpose:

- Express ideas and feelings through drawing, painting, and simple sculpture.

##### Artistic Response:

- Talk about their creations and respond to works of art.

#### Knowledge (I know that...)

- Different materials can be used to create art.
- I can express ideas and feelings through drawing and painting.
- I can share my artwork and describe what I have made.



## Year 1

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop techniques in using colour, pattern, texture, line, shape, form, and space, and begin to study artists, craftspeople, and designers.**

Skills (I know how to...)	Knowledge (I know that...)
<b>Drawing:</b>	
<ul style="list-style-type: none"><li>• Use a range of materials to draw and experiment with line and shape.</li></ul>	<ul style="list-style-type: none"><li>• Art can represent stories or ideas.</li></ul>
<b>Painting:</b>	
<ul style="list-style-type: none"><li>• Explore primary and secondary colours through colour mixing.</li></ul>	<ul style="list-style-type: none"><li>• Different artists have unique styles and techniques.</li></ul>
<b>3D Work (Sculpture):</b>	
<ul style="list-style-type: none"><li>• Use simple tools to manipulate malleable materials like clay or playdough to create basic shapes (e.g., rolling, pinching).</li></ul>	<ul style="list-style-type: none"><li>• Basic colour mixing can create new shades.</li></ul>
<b>Textiles and Collage:</b>	<i>This knowledge is developed throughout Year 1 and Year 2.</i>
<ul style="list-style-type: none"><li>• Create collages using a range of materials (e.g., paper, fabric) to explore texture and layering.</li><li>• Explore simple stitching or weaving.</li></ul>	
<b>Art Appreciation:</b>	
<ul style="list-style-type: none"><li>• Learn about simple works of art or artefacts (e.g., Van Gogh's "Sunflowers" or Aboriginal dot paintings) and talk about what they like or notice.</li></ul>	



## Year 2

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop techniques in using colour, pattern, texture, line, shape, form, and space, and begin to study artists, craftspeople, and designers.**

### Skills (I know how to...)

#### Drawing:

- Develop more control in drawing, using shading techniques to create light and dark.
- Begin to add detail to observational drawings (e.g., patterns on leaves, animal features).

#### Painting:

- Explore different ways to apply paint, such as dabbing, stroking, and splattering.
- Experiment with warm and cool colours to create mood.

#### 3D Work (Sculpture):

- Experiment with joining and combining different materials (e.g., cardboard, clay) to create 3D models.

#### Textiles and Collage:

- Develop fine motor skills through cutting and arranging, layering materials to create more complex collages.

#### Art Appreciation:

- Study a range of artists, craftspeople, and designers from different cultures and time periods.
- Talk about how art can tell stories or express ideas.

### Knowledge (I know that...)

- Art can tell stories and express emotions.
- Artists from different cultures contribute to art history.
- Using different materials can enhance artistic expression.

*This knowledge is developed throughout Year 1 and Year 2.*



## Year 3

**NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop their techniques, including control and use of materials, with creativity, experimentation, and increasing awareness of different kinds of art.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>• Begin to use shading and hatching to create texture and depth.</li><li>• Experiment with drawing from different perspectives (e.g., drawing objects from above or below).</li></ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"><li>• Explore mixing tints, tones, and shades using black, white, and complementary colours.</li><li>• Develop brush control and explore different painting techniques (e.g., stippling, dry brushing).</li></ul> <p><b>3D Work (Sculpture):</b></p> <ul style="list-style-type: none"><li>• Create more detailed 3D forms, using techniques like scoring, slip, and joining in clay work.</li><li>• Explore sculpting using wire, modroc, or found materials.</li></ul> <p><b>Textiles and Collage:</b></p> <ul style="list-style-type: none"><li>• Experiment with different textures and textiles to create larger and more detailed fabric collages.</li><li>• Learn basic stitching techniques (e.g., running stitch, over-stitch).</li></ul> <p><b>Art Appreciation:</b></p> <ul style="list-style-type: none"><li>• Study a range of artists, both modern and historical (e.g., Henri Rousseau, Georgia O'Keeffe), and discuss their style, techniques, and subjects.</li><li>• Understand the role of art in different cultures (e.g., African masks, Chinese brush painting).</li></ul>	<ul style="list-style-type: none"><li>• Artists use their work to reflect their cultures and societies.</li><li>• Different techniques can create varied artistic effects.</li><li>• Art movements influence how we perceive and create art.</li></ul> <p><i>These skills are developed throughout Year 3 and Year 4.</i></p>



## Year 4

**NATIONAL CURRICULUM FOCUS (LKS2): Pupils should develop their techniques, including control and use of materials, with creativity, experimentation, and increasing awareness of different kinds of art.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>Experiment with using perspective in drawings, learning about horizon lines and vanishing points.</li><li>Develop control over pencil, pen, and charcoal, using them to show texture, shadow, and reflection.</li></ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"><li>Experiment with painting on different surfaces (e.g., canvas, wood) and use different paint types (e.g., watercolour, acrylic).</li><li>Explore how to create mood and atmosphere in paintings through colour and texture.</li></ul> <p><b>3D Work (Sculpture):</b></p> <ul style="list-style-type: none"><li>Explore more detailed and refined modelling, adding texture and form to sculptures.</li><li>Experiment with assembling different materials into 3D works, considering balance and composition.</li></ul> <p><b>Textiles and Collage:</b></p> <ul style="list-style-type: none"><li>Combine textiles, paper, and found materials to create mixed-media pieces that tell a story or explore a theme.</li></ul> <p><b>Art Appreciation:</b></p> <ul style="list-style-type: none"><li>Explore the work of artists from different cultures and historical periods, including non-Western traditions (e.g., Japanese woodblock prints, Ancient Egyptian art).</li><li>Discuss how artists use art to convey messages or emotions.</li></ul>	<ul style="list-style-type: none"><li>Different materials can convey different messages in art.</li><li>Artists from various periods use unique styles to express their ideas.</li><li>Art can be a medium for storytelling and cultural reflection.</li></ul> <p><i>These skills are developed throughout Year 3 and Year 4.</i></p>



## Year 5

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should improve their mastery of techniques such as drawing, painting, and sculpture, and study significant artists, architects, and designers in history.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>Develop use of perspective, proportion, and scale in drawing, experimenting with different viewpoints (e.g., portraiture, landscapes).</li><li>Use different techniques (cross-hatching, blending) to create complex textures and tones.</li></ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"><li>Work with more sophisticated painting techniques, such as blending, glazing, and layering to create depth and detail.</li><li>Explore the use of abstract shapes and colours to convey emotions and ideas.</li></ul> <p><b>3D Work (Sculpture):</b></p> <ul style="list-style-type: none"><li>Develop 3D sculptures that focus on form, proportion, and texture, using a range of materials (e.g., wire, modroc, papier-mâché).</li><li>Experiment with kinetic sculptures (sculptures that move) or environmental art.</li></ul> <p><b>Textiles and Collage:</b></p> <ul style="list-style-type: none"><li>Develop more complex textile work, such as quilting, embroidery, or weaving, exploring cultural designs and patterns.</li></ul> <p><b>Art Appreciation:</b></p> <ul style="list-style-type: none"><li>Study key movements in art history (e.g., Impressionism, Cubism) and key figures (e.g., Picasso, Monet).</li><li>Explore how art reflects the historical and cultural context in which it was made.</li></ul>	<ul style="list-style-type: none"><li>Key art movements shape the history of art.</li><li>Understanding an artist's context can enhance appreciation of their work.</li><li>My artistic style can evolve through experimentation with techniques.</li></ul> <p><i>This knowledge is developed throughout Year 5 and Year 6.</i></p>



## Year 6

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should improve their mastery of techniques such as drawing, painting, and sculpture, and study significant artists, architects, and designers in history.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>• Refine the use of perspective and proportion to create accurate, detailed representations.</li><li>• Use a range of materials (pencil, ink, chalk) to create more intricate drawings that show light, shade, and mood.</li></ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"><li>• Develop advanced painting techniques, exploring the use of texture, transparency, and movement in their work.</li><li>• Experiment with different art styles, such as abstract, surrealism, or impressionism.</li></ul> <p><b>3D Work (Sculpture):</b></p> <ul style="list-style-type: none"><li>• Create large, ambitious sculptures using a range of techniques and materials, focusing on form and movement.</li><li>• Explore installation art or collaborative sculptural projects.</li></ul> <p><b>Textiles and Collage:</b></p> <ul style="list-style-type: none"><li>• Create complex, multi-layered textile pieces, incorporating a range of materials and techniques (e.g., tie-dye, batik, felting).</li><li>• Explore textiles from different cultures and periods (e.g., Indigenous weaving, medieval tapestries).</li></ul> <p><b>Art Appreciation:</b></p> <ul style="list-style-type: none"><li>• Analyse and discuss how art movements (e.g., Surrealism, Modernism) have shaped the modern world.</li><li>• Develop the ability to critique and reflect on their own and others' work, using appropriate art vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Analysing art movements can deepen my understanding of contemporary issues.</li><li>• Critiquing my work helps me grow as an artist.</li><li>• Documenting my artistic journey enhances my self-reflection and progress.</li></ul> <p><i>This knowledge is developed throughout Year 5 and Year 6.</i></p>



# MUSIC

Aligned with the **National Curriculum** and the **Charanga Scheme of Learning**, this progression emphasises the development of musical skills, understanding, and appreciation through singing, listening, playing instruments, composing, and performing. The progression focusses on building musical understanding through active participation, creativity, and listening to a variety of musical traditions and genres.

## **Skills Progression Summary:**

**EYFS:** Focuses on exploring sounds, simple rhythms, and basic singing, encouraging creative play and expression.

**KS1 (Years 1-2):** Introduces the basics of singing, rhythm, and playing instruments, with simple improvisation and listening to music.

**Lower KS2 (Years 3-4):** Develops skills in singing, playing, composing, and performing, introducing notation and more complex rhythms.

**Upper KS2 (Years 5-6):** Focuses on more advanced performance skills, including singing in parts, playing from notation, composing with structure, and listening critically to music.



## EYFS

### KEY FOCUS: Exploring sound and rhythm, encouraging creativity, and developing basic listening skills.

#### Skills (I know how to...)

#### Knowledge (I know that...)

##### **Listening and Appraising:**

- Listen attentively to different sounds (e.g., nature, musical instruments) and begin to respond to music.
- Recognise and respond to different types of music (e.g., fast, slow, loud, quiet).

##### **Singing and Playing Instruments:**

- Explore and play simple percussion instruments (e.g., tambourines, shakers) to make a variety of sounds.
- Sing familiar nursery rhymes and songs from memory.

##### **Rhythm and Movement:**

- Move rhythmically to music, clapping along to a steady beat.
- Begin to imitate simple rhythms.

##### **Creating and Composing:**

- Experiment with sounds using voices and instruments, exploring how sounds can be combined.
- Start to improvise sounds (e.g., creating different sound effects).

- Music can evoke various emotions.
- Sounds can be produced by different materials.
- Music can vary in speed and volume.
- Different cultures create diverse musical styles.



## Year 1

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should use their voices expressively, play tuned and untuned instruments, listen with concentration, and experiment with creating music.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"><li>• Listen to a range of live and recorded music from different cultures and traditions.</li><li>• Begin to recognise and name different instruments and describe simple musical features (e.g., tempo, dynamics).</li></ul> <p><b>Singing and Playing Instruments:</b></p> <ul style="list-style-type: none"><li>• Sing simple songs with control, maintaining the melody and using appropriate pitch.</li><li>• Play untuned percussion instruments to a steady beat, following simple rhythmic patterns.</li></ul> <p><b>Rhythm and Pulse:</b></p> <ul style="list-style-type: none"><li>• Recognise and respond to a steady beat in music.</li><li>• Begin to clap back simple rhythmic patterns.</li></ul> <p><b>Creating and Composing:</b></p> <ul style="list-style-type: none"><li>• Experiment with sounds and rhythms, creating short patterns or sequences.</li><li>• Begin to improvise simple musical phrases using untuned instruments or body percussion.</li></ul>	<ul style="list-style-type: none"><li>• Instruments have unique sounds and roles in music.</li><li>• Music has different elements like tempo and dynamics.</li><li>• Rhythm helps keep the music organised.</li><li>• Patterns in music can repeat or change.</li></ul>



## Year 2

**NATIONAL CURRICULUM FOCUS (KS1): Pupils should use their voices expressively, play tuned and untuned instruments, listen with concentration, and experiment with creating music.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"><li>• Listen to a wider variety of music from different cultures and historical periods.</li><li>• Talk about how music makes them feel and describe the mood of the music.</li></ul> <p><b>Singing and Playing Instruments:</b></p> <ul style="list-style-type: none"><li>• Sing with increasing accuracy, matching pitch and singing in time with others.</li><li>• Play tuned instruments (e.g., xylophones, glockenspiels) to perform simple melodies.</li></ul> <p><b>Rhythm and Pulse:</b></p> <ul style="list-style-type: none"><li>• Clap and play simple rhythms, recognising differences between long and short sounds.</li><li>• Keep a steady beat while playing in a group, following a leader.</li></ul> <p><b>Creating and Composing:</b></p> <ul style="list-style-type: none"><li>• Begin to create simple compositions using a few notes.</li><li>• Improvise rhythmic and melodic patterns in response to a piece of music.</li></ul>	<ul style="list-style-type: none"><li>• Music can reflect historical and cultural contexts.</li><li>• Music can convey different moods and feelings.</li><li>• Dynamics in music can change to create emphasis.</li><li>• Compositions can tell stories or describe emotions.</li></ul>



## Year 3

**NATIONAL CURRICULUM FOCUS (LKS2): Pupils should play and perform in solo and ensemble contexts, use their voices, improvise, compose, and develop an understanding of musical notation.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"><li>• Listen to music from different traditions, genres, and composers, identifying key features (e.g., instruments, tempo, dynamics).</li><li>• Develop the ability to describe musical elements like tempo, pitch, and dynamics.</li></ul> <p><b>Singing and Playing Instruments:</b></p> <ul style="list-style-type: none"><li>• Sing in tune with increasing expression and awareness of dynamics and phrasing.</li><li>• Play tuned and untuned instruments with growing confidence, beginning to read simple graphic or traditional notation.</li></ul> <p><b>Rhythm and Pulse:</b></p> <ul style="list-style-type: none"><li>• Understand the difference between pulse (steady beat) and rhythm (pattern of sounds).</li><li>• Clap or play more complex rhythmic patterns, including dotted rhythms and rests.</li></ul> <p><b>Creating and Composing:</b></p> <ul style="list-style-type: none"><li>• Create simple compositions using a range of notes and rhythms.</li><li>• Improvise melodic and rhythmic ideas using tuned instruments like the recorder or glockenspiel.</li></ul>	<ul style="list-style-type: none"><li>• Each genre has distinct characteristics.</li><li>• Musical expression involves intentional use of volume and phrasing.</li><li>• Rhythmic variations create interest in music.</li><li>• Compositions can explore themes and emotions.</li></ul>



## Year 4

**NATIONAL CURRICULUM FOCUS (LKS2): Pupils should play and perform in solo and ensemble contexts, use their voices, improvise, compose, and develop an understanding of musical notation.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"><li>Develop an awareness of music from different times and places, identifying features like structure (e.g., verse and chorus).</li><li>Use musical vocabulary to compare and discuss pieces of music.</li></ul> <p><b>Singing and Playing Instruments:</b></p> <ul style="list-style-type: none"><li>Sing in tune with clear diction, control, and an understanding of phrasing and dynamics.</li><li>Play simple pieces on tuned instruments, using standard notation (e.g., crotchets, quavers) with increasing fluency.</li></ul> <p><b>Rhythm and Pulse:</b></p> <ul style="list-style-type: none"><li>Recognise and clap more complex rhythmic patterns, including syncopation.</li><li>Keep a steady beat when playing in a group and follow a conductor or leader.</li></ul> <p><b>Creating and Composing:</b></p> <ul style="list-style-type: none"><li>Compose short pieces using a range of notes and rhythms, exploring musical structure (e.g., A-B-A form).</li><li>Improvise rhythmic and melodic patterns with greater confidence, exploring dynamics and tempo.</li></ul>	<ul style="list-style-type: none"><li>Music often follows specific forms or structures.</li><li>Phrasing is important for musical clarity.</li><li>Syncopation adds complexity to music.</li><li>Different structures can evoke different feelings.</li></ul>



## Year 5

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should perform, listen to, review, and evaluate music, use their voices, play instruments, improvise, compose, and understand music history.

#### Skills (I know how to...)

##### Listening and Appraising:

- Listen to a wide variety of music, including classical, world music, and popular genres, identifying musical elements (e.g., melody, harmony, texture).
- Discuss the mood and intention behind pieces of music, using appropriate vocabulary (e.g., crescendo, legato).

##### Singing and Playing Instruments:

- Sing with accurate pitch, expression, and attention to phrasing, dynamics, and breathing.
- Play more complex pieces on tuned instruments, reading standard notation and understanding time signatures.

##### Rhythm and Pulse:

- Perform increasingly complex rhythmic patterns, including syncopation and dotted rhythms, on both tuned and untuned instruments.
- Keep a steady pulse in ensemble performances, showing an awareness of others.

##### Creating and Composing:

- Compose more structured pieces, exploring different musical forms (e.g., rondo, theme and variations).
- Improvise extended rhythmic and melodic ideas, exploring changes in tempo, dynamics, and mood.

#### Knowledge (I know that...)

- Music can combine multiple elements for richness.
- Effective singing communicates emotion.
- Time signatures dictate how music is structured.
- Compositions can vary significantly in style and structure.



## Year 6

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should perform, listen to, review, and evaluate music, use their voices, play instruments, improvise, compose, and understand music history.

#### Skills (I know how to...)

##### Listening and Appraising:

- Listen to and analyse a broad range of music, identifying more advanced musical features (e.g., chord progressions, counterpoint).
- Reflect on the purpose and context of the music, discussing how it communicates mood or stories.

##### Singing and Playing Instruments:

- Sing confidently in parts (e.g., harmony, rounds), showing control over pitch, dynamics, and expression.
- Perform on tuned and untuned instruments with accuracy and fluency, reading more complex standard notation (e.g., semiquavers, compound time).

##### Rhythm and Pulse:

- Perform advanced rhythms and time signatures (e.g., 6/8, 7/8), maintaining pulse while playing independently and in a group.
- Lead or conduct small groups, maintaining rhythm and pulse.

##### Creating and Composing:

- Compose more extended pieces using a range of musical elements (e.g., melody, harmony, dynamics), and explore how to structure their compositions.
- Improvise confidently, creating music that explores different keys, time signatures, and expressive elements.

#### Knowledge (I know that...)

- Advanced features contribute to the overall musical effect.
- Harmony enriches a musical piece.
- Notation serves as a guide for performance.
- Compositional techniques can vary widely between genres.



# DT

This progression aligns with the **National Curriculum** for Design and Technology, ensuring that pupils develop both practical and creative skills, alongside technical knowledge, to design, make, and evaluate products with increasing independence and sophistication.

## **Skills Progression Summary:**

- **EYFS:** Focuses on exploring materials and tools through play, fostering creativity and basic construction skills.
- **KS1 (Years 1-2):** Introduces basic design, making, and evaluation skills, encouraging pupils to use simple tools and materials to create functional products.
- **Lower KS2 (Years 3-4):** Builds on technical skills, introducing mechanical systems, more accurate measuring and cutting, and more detailed evaluations.
- **Upper KS2 (Years 5-6):** Encourages innovation and the application of complex technical knowledge, such as electrical systems and programming, with a strong focus on user needs and product functionality.



## EYFS

### KEY FOCUS: Exploring and using materials and tools, developing creativity through play and experimentation.

#### Skills (I know how to...)

##### Exploring Materials:

- Explore and handle different materials (e.g., paper, cardboard, fabric, natural objects).
- Experiment with combining, folding, tearing, and joining materials.

##### Constructing:

- Use simple tools, such as child-safe scissors, glue, and construction toys, to make simple models.
- Build with a variety of resources, including blocks, recycled materials, and construction sets.

##### Design and Creativity:

- Create simple designs for things they make (e.g., drawing or verbally explaining ideas).
- Engage in role-play to solve problems (e.g., building a bridge or making a vehicle).

##### Evaluating:

- Talk about what they made and how they made it.
- Reflect on what they like about their creations.

#### Knowledge (I know that...)

- Different materials have unique properties (e.g., some are soft, some are hard).
- Tools can be used in specific ways to create things (e.g., scissors cut, glue sticks things together).
- Building can solve problems or create new ideas (e.g., making a bridge can help toys cross a gap).



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop an understanding of designing purposeful, functional, and appealing products based on given criteria.

#### Skills (I know how to...)

##### Design:

- Begin to generate ideas and create simple designs for products, based on their experiences.
- Explore and develop ideas through drawing or talking about what they want to make.

##### Make:

- Use simple tools (e.g., scissors, glue, hole punch) safely and with increasing control.
- Select appropriate materials from a limited range, cutting, shaping, and joining them effectively.
- Begin to use basic techniques such as folding, cutting, and sticking to assemble models.

##### Evaluate:

- Discuss what they like and what could be improved about their product.
- Begin to understand the purpose of their product (e.g., what it is used for).

##### Technical Knowledge:

- Understand how simple mechanisms work (e.g., wheels and axles).
- Explore the properties of different materials (e.g., which materials are waterproof or strong).

#### Knowledge (I know that...)

- Products are made for specific purposes (e.g., a toy for playing, a container for holding things).
- Different materials can change how a product looks and works (e.g., paper vs. plastic).
- Basic mechanisms can help products function (e.g., how wheels can help things move).



## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop an understanding of designing purposeful, functional, and appealing products based on given criteria.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Design:</b></p> <ul style="list-style-type: none"><li>• Generate and communicate more detailed ideas using drawings and simple labels.</li><li>• Design products for a specific user or purpose, considering appearance and function.</li></ul> <p><b>Make:</b></p> <ul style="list-style-type: none"><li>• Cut, shape, and join materials with more accuracy, using tools such as scissors, glue guns (under supervision), and hole punches.</li><li>• Use simple construction techniques (e.g., tabs, flaps, sliders).</li><li>• Begin to use simple finishing techniques (e.g., painting, decorating, adding detail).</li></ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"><li>• Discuss and evaluate their product against a design criteria.</li><li>• Suggest ways to improve their product based on how well it meets the purpose.</li></ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"><li>• Understand how simple mechanisms like levers, sliders, wheels, and axles can be used in products.</li><li>• Begin to explore the use of basic textiles (e.g., cutting, joining fabric).</li></ul>	<ul style="list-style-type: none"><li>• Design choices can affect how well a product meets user needs (e.g., a colourful design might attract kids).</li><li>• Combining materials in different ways can create different functions (e.g., a card that opens vs. a solid box).</li><li>• Evaluating products can help improve them (e.g., asking others what they like or don't like)..</li></ul>



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should extend their skills in design, making, and evaluation, with increasing focus on user needs, purpose, and function, using a wider range of tools and techniques.

#### Skills (I know how to...)

##### Design:

- Use research to inform design ideas, considering the needs and preferences of users.
- Develop more detailed design sketches, diagrams, or prototypes.

##### Make:

- Use a wider range of tools and equipment safely and with increasing accuracy (e.g., saws, hammers, needle and thread).
- Measure, mark out, and cut materials with greater precision.
- Begin to incorporate mechanical systems in products (e.g., levers, pulleys, and linkages).

##### Evaluate:

- Test and evaluate their product, suggesting improvements based on how well it meets user needs.
- Compare their product with existing products and identify improvements.

##### Technical Knowledge:

- Understand the use of mechanical systems (e.g., levers, pulleys) in products.
- Explore different materials and components (e.g., wood, fabric, metal) and their properties.

#### Knowledge (I know that...)

- Researching existing products can provide inspiration and inform design (e.g., looking at toys to see what works well).
- Different joining techniques can affect the strength and durability of products (e.g., gluing vs. stapling).
- User feedback is essential for improving designs (e.g., asking peers what they think about a prototype).



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should extend their skills in design, making, and evaluation, with increasing focus on user needs, purpose, and function, using a wider range of tools and techniques.

#### Skills (I know how to...)

##### Design:

- Develop detailed, annotated sketches and prototypes, showing how a product will be made and function.
- Consider materials and methods needed to meet specific design criteria.

##### Make:

- Cut and shape materials accurately using a range of techniques, including sawing, folding, or stitching.
- Use mechanical and electrical systems (e.g., gears, motors, switches) in their designs.

##### Evaluate:

- Evaluate their product based on criteria, considering both functionality and aesthetics.
- Suggest and implement ways to refine their product to improve its performance.

##### Technical Knowledge:

- Explore simple electrical circuits and components (e.g., bulbs, wires, motors) in designs.
- Understand how to strengthen, stiffen, and reinforce structures for stability and durability.

#### Knowledge (I know that...)

- Specific materials and techniques can enhance the functionality of products (e.g., using fabric for a soft toy).
- Prototypes are used to test and refine ideas before finalising designs (e.g., creating a mock-up before making the final product).
- Understanding how electrical components work can add new features to designs (e.g., lights or sound in a toy).



## Year 5

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should refine their ability to design innovative, functional, and appealing products, drawing upon detailed research and knowledge of materials, mechanisms, and technical systems.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Design:</b></p> <ul style="list-style-type: none"><li>Conduct detailed research into user needs, preferences, and product function.</li><li>Generate innovative ideas and produce detailed plans, including exploded diagrams or cross-sectional drawings.</li></ul> <p><b>Make:</b></p> <ul style="list-style-type: none"><li>Select materials based on functionality, aesthetics, and sustainability.</li><li>Use a variety of tools and techniques to cut, join, and assemble products accurately (e.g., sawing, drilling, sewing).</li><li>Incorporate complex mechanical or electrical systems (e.g., motors, cams, and circuits) into their designs.</li></ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"><li>Evaluate their products against criteria, including user feedback, performance, and sustainability.</li><li>Reflect on their product's strengths and weaknesses, suggesting detailed improvements.</li></ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"><li>Explore complex electrical systems, including switches and circuits.</li><li>Understand how to use cams, gears, and pulleys in product design.</li><li>Know about the use of computer programming in controlling products (e.g., simple robotics or control systems).</li></ul>	<ul style="list-style-type: none"><li>Conducting detailed research helps create products that meet user needs (e.g., surveys to find out what people want).</li><li>Environmental considerations can impact material selection (e.g., using recycled materials).</li><li>Advanced mechanisms can greatly improve the functionality of products (e.g., gears can change speed).</li></ul>



## Year 6

**NATIONAL CURRICULUM FOCUS (UKS2): Pupils should refine their ability to design innovative, functional, and appealing products, drawing upon detailed research and knowledge of materials, mechanisms, and technical systems.**

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Design:</b></p> <ul style="list-style-type: none"><li>Conduct extensive research to inform and refine designs for a specific user or context.</li><li>Produce sophisticated design plans, including prototypes, 3D models, or CAD (computer-aided design).</li></ul> <p><b>Make:</b></p> <ul style="list-style-type: none"><li>Accurately measure and cut materials using a range of tools and machinery.</li><li>Use advanced joining techniques (e.g., stitching, welding, gluing) for strength and durability.</li><li>Build products incorporating advanced mechanical or electrical systems, including programmable components.</li></ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"><li>Evaluate the quality and effectiveness of their product in relation to its intended purpose and user feedback.</li><li>Conduct tests to evaluate the durability and functionality of their product, suggesting refinements.</li></ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"><li>Understand the use of complex control systems, including computing to program products.</li><li>Explore advanced mechanical systems (e.g., hydraulic systems, gears) and how they can be used to improve product function.</li><li>Know about a range of materials and their suitability for different products, including sustainability considerations.</li></ul>	<ul style="list-style-type: none"><li>Comprehensive planning is crucial for project success (e.g., timeline for making a product).</li><li>User experience can be enhanced through thoughtful design choices (e.g., how a product feels or how easy it is to use).</li><li>Historical and cultural contexts can influence modern design practices (e.g., how past inventions have shaped today's technology).</li></ul>



# RE

This progression supports the requirements of the **National Curriculum** and the **Dorset Locally Agreed Syllabus**, ensuring students gain a well-rounded education in religious studies.

## **Skills Progression Summary:**

**EYFS:** Children explore simple religious ideas through stories and play. They recognise key celebrations such as Christmas and Diwali, identify symbols, and express their thoughts and feelings about these experiences.

**KS1 (Years 1-2):** Pupils learn about beliefs and practices in Christianity and one other religion. They retell stories, talk about values, describe rituals, and compare celebrations such as Easter and Holi.

**Lower KS2 (Years 3-4):** Pupils deepen their understanding of beliefs, practices, and sacred texts. They compare themes in Christianity and other major religions, describe worship and festivals, and reflect on how faith influences daily life and community.

**Upper KS2 (Years 5-6):** Pupils research religious beliefs and worldviews independently. They compare moral teachings, discuss contemporary issues, and present their ideas through projects and debates, showing respect for diversity and developing personal reflections.



## EYFS

### KEY FOCUS: Introduction to key concepts, stories, and practices.

#### Skills (I know how to...)

##### Exploration of beliefs:

- Identify simple stories from Christianity and other religions (e.g., creation, kindness).

##### Engagement with practices:

- Participate in simple religious celebrations (e.g., Christmas, Diwali).

##### Understanding symbols:

- Recognise basic symbols (e.g., cross, star of David, crescent moon).

##### Expressing feelings:

- Share personal thoughts and feelings about stories and celebrations.

#### Knowledge (I know that...)

- Stories can help me understand different beliefs.
- Some people celebrate special events, like Christmas and Diwali.
- Places like churches and mosques are important to some people.
- People can pray or think quietly in different ways.



## Year 1

### KEY FOCUS: Basic understanding of Christianity and an introduction to another world religion.

#### Skills (I know how to...)

#### Knowledge (I know that...)

##### Understanding narratives

- Retell key stories from the Bible (e.g., Noah's Ark) and an introduction to a story from another religion (e.g., The Birth of Buddha).

##### Identifying beliefs

- Discuss the importance of community and family in Christianity and another religion.

##### Recognising rituals

- Describe simple practices in Christianity (e.g., baptism) and one other religion (e.g., Hindu puja).

##### Comparative reflection

- Talk about similarities and differences in celebrations (e.g., Christmas vs. Diwali).

- The Bible is an important book for Christians.
- Christians celebrate Christmas and Easter.
- Different religions have different holy books, like the Quran for Muslims.
- Some people pray in a church, a mosque, or at home.



## Year 2

### KEY FOCUS: Deepening understanding of key beliefs and practices in Christianity and another religion.

#### Skills (I know how to...)

#### Knowledge (I know that...)

##### Exploring beliefs:

- Identify core Christian beliefs (e.g., love, forgiveness) and basic beliefs in another religion (e.g., the Four Noble Truths in Buddhism).

##### Narrative analysis:

- Discuss the meaning and significance of parables (e.g., The Good Samaritan).

##### Celebration understanding:

- Explore major festivals in Christianity (e.g., Easter) and another religion (e.g., Eid).

##### Personal connection:

- Reflect on personal beliefs and values in relation to stories and teachings.

- Jesus is an important figure in Christianity and that Christians believe he is the Son of God.

- Many religions have symbols, like the cross for Christians and the star and crescent for Muslims.

- Special places of worship, like temples, are important in Hinduism.

- Festivals, like Ramadan, are significant for many people around the world.



## Year 3

### KEY FOCUS: Developing comparative analysis of religions and deeper exploration of practices.

#### Skills (I know how to...)

#### Knowledge (I know that...)

##### Exploring themes:

- Compare themes of justice and compassion in Christianity and Islam.

##### Investigating practices:

- Describe in detail worship practices in Christianity (e.g., church services) and another religion (e.g., Shabbat in Judaism).

##### Understanding sacred texts:

- Introduce the Bible and one other religious text (e.g., Quran, Bhagavad Gita).

##### Critical thinking:

- Discuss how religious teachings influence personal and societal values.

- Christians believe in one God and that the Trinity represents God as Father, Son, and Holy Spirit.

- Stories from the Bible, like the Creation story, help Christians understand their faith.

- Hinduism has many gods and goddesses, and each represents different aspects of life.

- Prayer is important in many religions, including Buddhism, where meditation is a form of prayer.

## Year 4

### KEY FOCUS: Enhancing critical thinking and understanding complex religious concepts.

#### Skills (I know how to...)

#### Knowledge (I know that...)

##### Thematic exploration:

- Analyse concepts like community and identity in Christianity and Sikhism.

##### Interpreting texts:

- Examine selected stories from the Bible and sacred texts of another religion for deeper meaning.

##### Investigating the impact of religion:

- Discuss how religions shape cultures and communities.

##### Comparative rituals:

- Explore how different religions express beliefs through rituals (e.g., prayer, fasting).

- The concept of forgiveness is central to Christianity, illustrated by Jesus' teachings.

- The Five Pillars of Islam are key practices for Muslims.

- Different religions have different views on life after death, including heaven and reincarnation.

- The importance of community and helping others is a common value across many religions.



## Year 5

### KEY FOCUS: Promoting independent research and understanding diverse religious perspectives.

#### Skills (I know how to...)

##### Research skills:

- Conduct independent research on key beliefs and practices of Christianity and another religion (e.g., Hinduism).

##### Comparative analysis:

- Discuss similarities and differences in moral teachings (e.g., Ten Commandments vs. Five Precepts).

##### Exploring contemporary issues:

- Investigate how religion influences modern ethical issues (e.g., environmentalism in different faiths).

##### Debate and discussion:

- Engage in structured discussions about the role of religion in society.

#### Knowledge (I know that...)

- Christians believe in salvation through faith and the teachings of Jesus.
- Sikhism emphasises the importance of living a truthful life and serving others.
- Many religions have ethical teachings, like the Ten Commandments in Christianity and the Noble Eightfold Path in Buddhism.
- Symbols and rituals, such as baptism for Christians and the Gurdwara for Sikhs, hold deep meaning for believers.



## Year 6

### KEY FOCUS: Synthesising knowledge and preparing for secondary education.

#### Skills (I know how to...)

##### Advanced comparative study:

- Analyse the role of faith in personal identity across Christianity and major world religions.

##### Evaluating beliefs:

- Critically evaluate the relevance of religious teachings in contemporary life.

##### Interfaith dialogue:

- Engage in discussions about the importance of understanding and respecting diverse beliefs.

##### Project work:

- Create a presentation or project that compares a significant aspect of Christianity with another religion of choice.

#### Knowledge (I know that...)

- The impact of religion on culture and society can be seen in art, music, and literature.
- Discussions about moral dilemmas often reference religious teachings, such as compassion and justice.
- Different interpretations of religious texts can lead to diverse beliefs within the same religion.
- Global issues, like poverty and environmental concerns, are often addressed through the lens of faith and religious teachings.



# PE

This progression aligns with the **National Curriculum** and the **Get Set 4 PE Framework**, it ensures that students build upon their physical skills gradually while incorporating teamwork, strategy, and self-assessment. Adapting activities and challenges as students progress through the years will help maintain engagement and support their overall development in physical education.

## **Skills Progression Summary:**

**EYFS:** Children develop gross and fine motor skills through activities like running, jumping, and dance. They explore movement creatively, building confidence and physical expression.

**KS1 (Years 1-2):** Students refine fundamental skills such as throwing and catching while participating in simple team games. They focus on balance, coordination, and following rules, introducing basic dance elements.

**Lower KS2 (Years 3-4):** Children enhance their physical skills in various sports, learning basic tactics and teamwork. They engage in more complex dance routines and develop agility, balance, and understanding of competition.

**Upper KS2 (Years 5-6):** Students demonstrate proficiency in a range of activities, refine techniques, and lead warm-ups. They critically evaluate performance, set improvement goals, and foster a lifelong appreciation for health and teamwork.



## EYFS

### Skills (I know how to...)

- Move my body in different ways (running, jumping, skipping).
- Balance on different body parts (feet, hands).
- Participate in simple games and activities with my peers.
- Express myself through dance and rhythmic movement.

### Knowledge (I know that...)

- Moving my body helps me to have fun and stay active.
- Following instructions helps me participate in games.
- Music can inspire different movements in dance.

## Year 1

### Skills (I know how to...)

- Throw and catch a ball using two hands.
- Run in different directions and change speed.
- Follow basic rules during games.
- Move in time to music in simple dance routines.

### Knowledge (I know that...)

- Throwing and catching a ball can be done using two hands for better control.
- Running in different directions helps me play games more effectively.
- Rules are important to make games fair for everyone.
- Moving in time to music creates a fun dance routine.

## Year 2

### Skills (I know how to...)

- Use basic techniques for throwing, catching, and kicking.
- Work cooperatively with others in team activities.
- Balance and control my body while moving.
- Understand and apply the rules of simple games.

### Knowledge (I know that...)

- Using proper techniques for throwing, catching, and kicking can improve my performance.
- Working with others in a team makes activities more enjoyable.
- Balancing helps me stay stable while moving.
- Understanding the rules of a game helps me play better.



## Year 3

### Skills (I know how to...)

- Perform a range of athletic skills (running, jumping, throwing).
- Apply tactics in team games (e.g., positioning and spacing).
- Create and perform a dance sequence with rhythm and style.
- Understand the importance of warming up and cooling down.

### Knowledge (I know that...)

- Athletic skills, like running and jumping, can be developed with practice.
- Using tactics in games, such as spacing and positioning, can help my team succeed.
- Creating a dance sequence involves rhythm and creativity.
- Warming up before exercise is important for preventing injuries.

## Year 4

### Skills (I know how to...)

- Demonstrate improved coordination in a variety of sports.
- Use strategies to enhance team performance (e.g., communication).
- Evaluate my own and others' performances to identify strengths and areas for improvement.
- Perform different dance styles with confidence.

### Knowledge (I know that...)

- Improving coordination helps me perform better in sports and activities.
- Effective communication with my teammates is essential for success in games.
- Evaluating performances helps me identify strengths and areas for improvement.
- Different dance styles express various emotions and stories.



## Year 5

### Skills (I know how to...)

- Apply advanced techniques in various sports (e.g., dribbling in basketball).
- Lead and organise activities for my peers.
- Analyse and provide constructive feedback on performance.
- Understand the importance of fitness and health in sports.

### Knowledge (I know that...)

- Applying advanced techniques, like dribbling or passing, can enhance my gameplay.
- I can take on a leadership role by organising activities for my peers.
- Giving constructive feedback can help others improve their skills.
- Fitness and health are important for performing well in sports.

## Year 6

### Skills (I know how to...)

- Demonstrate proficiency in a range of physical activities and sports.
- Create and lead warm-up routines for different activities.
- Set personal goals and work towards achieving them.
- Appreciate the value of teamwork and sportsmanship in all physical activities.

### Knowledge (I know that...)

- Proficiency in various sports requires consistent practice and effort.
- Leading warm-up routines prepares my body for physical activity.
- Setting personal goals can motivate me to improve my performance.
- Teamwork and sportsmanship are essential values in all physical activities.



# COMPUTING

This progression is aligned with the **National Curriculum** and the **Teach Computing Scheme of Learning** by the National Centre for Computing Excellence (NCCE). This progression focuses on developing skills in computer science, information technology, and digital literacy. It builds pupils' computational thinking and digital literacy skills in a structured and logical manner across the primary years. It also integrates e-safety and responsible use of technology as a key theme throughout the curriculum.

## **Skills Progression Summary:**

**KS1 (Years 1-2):** Basic introduction to algorithms, simple programming, using digital tools to create content, and online safety.

**Lower KS2 (Years 3-4):** Developing programming skills with more complex algorithms, working with multimedia and data, and building a deeper understanding of online safety.

**Upper KS2 (Years 5-6):** Advanced programming and problem-solving, critical evaluation of digital content, and a strong focus on responsible online behaviour and data security.



## Year 1

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should understand basic algorithms, create simple programs, and use technology purposefully.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Computer Science (Programming and Algorithms):</b></p> <ul style="list-style-type: none"><li>Understand what algorithms are (e.g., simple step-by-step instructions).</li><li>Create simple sequences of instructions (algorithms) using unplugged activities and basic block-based programming (e.g., Bee-Bots or Scratch).</li><li>Begin to debug simple programs (fixing errors in steps).</li></ul> <p><b>Information Technology (Using and Applying):</b></p> <ul style="list-style-type: none"><li>Use technology to create simple digital content (e.g., digital drawing or word processing).</li><li>Understand how to store and retrieve work.</li></ul> <p><b>Digital Literacy (E-safety and Online Communication):</b></p> <ul style="list-style-type: none"><li>Learn basic online safety, including keeping personal information private.</li><li>Use simple online tools under supervision, like sending a message.</li></ul>	<ul style="list-style-type: none"><li>A computer is a tool that helps us do different tasks.</li><li>A mouse and keyboard interact with a computer.</li><li>Technology can help us communicate with others.</li><li>Some devices are called tablets or smartphones and can also be used like computers.</li></ul>



## Year 2

### NATIONAL CURRICULUM FOCUS (KS1): Pupils should develop an understanding of algorithms, simple programming, and how to use technology purposefully.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Computer Science (Programming and Algorithms):</b></p> <ul style="list-style-type: none"><li>• Create algorithms for more complex tasks (e.g., moving a character on screen using Scratch).</li><li>• Debug programs with increasing complexity (e.g., identifying why a program doesn't run as expected).</li><li>• Understand that programs follow precise instructions.</li></ul> <p><b>Information Technology (Using and Applying):</b></p> <ul style="list-style-type: none"><li>• Create and manipulate digital content such as text, images, and simple multimedia (e.g., combining text and pictures).</li><li>• Organise and save work systematically on digital devices.</li></ul> <p><b>Digital Literacy (E-safety and Online Communication):</b></p> <ul style="list-style-type: none"><li>• Learn about the importance of staying safe online, understanding stranger danger in digital contexts.</li><li>• Understand the basics of how to communicate safely online, including using kind language.</li></ul>	<ul style="list-style-type: none"><li>• Programming a computer involves simple instructions.</li><li>• Coding involves giving a computer commands in a specific order.</li><li>• There are different types of technology, such as robots and apps.</li><li>• It's important to be safe online and to ask for help if something makes me uncomfortable.</li></ul>



## Year 3

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should design, write, and debug programs, use search engines effectively, and understand the importance of networks and the internet.

#### Skills (I know how to...)

##### Computer Science (Programming and Algorithms):

- Begin to write simple programs using block-based coding environments (e.g., Scratch).
- Understand sequence, selection, and repetition in programming.
- Debug more complex programs by identifying logical errors (e.g., loops not functioning correctly).

##### Information Technology (Using and Applying):

- Use search engines effectively to find relevant information, beginning to assess the reliability of information found online.
- Create presentations or documents using a range of media (text, images, sounds).

##### Digital Literacy (E-safety and Online Communication):

- Understand the concept of digital footprints and the importance of online privacy.
- Discuss how to stay safe and respectful in online communication.

#### Knowledge (I know that...)

- Algorithms are sets of instructions that tell a computer what to do.
- Computers can store and retrieve information, and I can organise data in lists or tables.
- I should respect other people's work online and give credit to creators.
- Search engines are used to find information, but I need to evaluate whether the information is reliable.



## Year 4

### NATIONAL CURRICULUM FOCUS (LKS2): Pupils should deepen their understanding of algorithms, the internet, and software applications. They should also develop their ability to solve problems computationally.

#### Skills (I know how to...)

##### Computer Science (Programming and Algorithms):

- Write programs that use loops, conditions (if/else statements), and variables (e.g., creating simple games or interactive stories in Scratch).
- Debug programs with multiple errors, using logical thinking to predict the behaviour of algorithms.

##### Information Technology (Using and Applying):

- Use technology to collect, analyse, and present data (e.g., creating graphs from data sets in a spreadsheet or database).
- Create more complex multimedia presentations, incorporating images, sound, and video.

##### Digital Literacy (E-safety and Online Communication):

- Recognise cyberbullying and understand how to report and deal with it.
- Learn about secure passwords and the importance of keeping them private.

#### Knowledge (I know that...)

- Debugging means finding and fixing errors in a program.
- Programming languages can be text-based as well as visual.
- Data can be represented in various forms, such as charts or graphs, to help us understand it better.
- Online communication should be respectful and that I should protect my personal information..



## Year 5

### NATIONAL CURRICULUM FOCUS (UKS2): Pupils should design and create systems, debug programs, and understand how digital systems work, including how to use technology safely and responsibly.

Skills (I know how to...)	Knowledge (I know that...)
<p><b>Computer Science (Programming and Algorithms):</b></p> <ul style="list-style-type: none"><li>• Use more complex programming environments (e.g., Scratch, micro:bit) to write algorithms that include variables, loops, and user inputs.</li><li>• Explore decomposition (breaking problems into smaller parts) and abstraction (simplifying problems).</li><li>• Debug programs with multiple variables and conditions, understanding how different inputs can affect program outcomes.</li></ul> <p><b>Information Technology (Using and Applying):</b></p> <ul style="list-style-type: none"><li>• Use technology for research, critically evaluating the reliability of sources.</li><li>• Use spreadsheets or databases to store, organise, and analyse data.</li><li>• Create complex digital products, combining text, images, videos, and sound with greater skill (e.g., creating a multimedia presentation or website).</li></ul> <p><b>Digital Literacy (E-safety and Online Communication):</b></p> <ul style="list-style-type: none"><li>• Understand more complex aspects of online safety, such as phishing, privacy settings, and the risks of sharing information.</li><li>• Explore responsible online behaviour, including the impact of digital content on others.</li></ul>	<ul style="list-style-type: none"><li>• The internet is a network that connects computers around the world.</li><li>• Websites are built using code and can include text, images, and videos.</li><li>• It's important to think critically about the information I find online.</li><li>• I can collaborate with others on projects using online tools and share my work responsibly.</li></ul>



## Year 6

### NATIONAL CURRICULUM FOCUS (UKS2): Pupils should deepen their understanding of how algorithms work, how to evaluate digital content critically, and how to stay safe online.

#### Skills (I know how to...)

##### Computer Science (Programming and Algorithms):

- Write and debug more advanced programs that involve multiple variables, inputs, and outputs (e.g., coding a complex game or interactive animation in Scratch or Python).
- Explore real-world applications of coding (e.g., using micro:bit for physical computing projects or robotic control).
- Develop understanding of networked systems, including the internet, and how information is transmitted (e.g., through IP addresses and routers).

##### Information Technology (Using and Applying):

- Create and use databases or spreadsheets for complex data analysis, including the use of formulas to solve problems.
- Use software tools to collaborate online, such as creating shared documents, blogs, or wikis.

##### Digital Literacy (E-safety and Online Communication):

- Learn about copyright, plagiarism, and the importance of citing sources.
- Explore more sophisticated aspects of online safety, such as fake news, digital identity, and data protection.
- Understand the consequences of actions in digital environments, both legally and ethically (e.g., the long-term impact of social media posts).

#### Knowledge (I know that...)

- Different types of networks, such as local and global, allow computers to communicate.
- Algorithms and computational thinking solve problems systematically.
- Ethical considerations are important when using technology, including issues like copyright and privacy.
- Digital content can be created and manipulated, such as animations or apps, to express ideas and solve problems.
- Technology can have a significant impact on society, and I can contribute positively by using it responsibly and creatively.



# FOREST SCHOOL

This progression is aligned with our own **Forest School Curriculum** and ensures a structured development of skills and knowledge, fostering independence, responsibility, and an appreciation for nature throughout the years.

## Core Learning Outcomes

- I know how to adapt my behaviour to stay safe in different tasks.
- I know that caring for our Forest and wider environment is important for sustainability.
- I know that spending time outdoors is beneficial for my health and well-being.
- I know how to evaluate my own actions and take appropriate, safe risks.



## EYFS

Skills (I know how to...)	Knowledge (I know that...)
<b>Behaviour and Safety</b> <ul style="list-style-type: none"><li>• I know how to follow simple rules and boundaries in Forest School.</li><li>• I know how to walk safely in the Forest School area.</li></ul>	<ul style="list-style-type: none"><li>• I know that I must stay with an adult at all times.</li><li>• I know that different habitats host different species of flora and fauna.</li></ul>
<b>Using Tools</b> <ul style="list-style-type: none"><li>• I know how to use the Forest School zones with support.</li><li>• I know how to use a vegetable peeler with adult guidance.</li></ul>	
<b>Flora and Fauna Identification</b> <ul style="list-style-type: none"><li>• I know how to identify a horse chestnut tree.</li><li>• I know that some plants, like stinging nettles, can prick me.</li></ul>	

## Year 1 and 2

Skills (I know how to...)	Knowledge (I know that...)
<b>Behaviour and Safety</b> <ul style="list-style-type: none"><li>• I know how to explain the safety rules and boundaries of Forest School.</li><li>• I know how to identify trip hazards in the environment.</li></ul>	<ul style="list-style-type: none"><li>• I know that I must wear protection gloves when using tools.</li><li>• I know that seasonal changes affect the plants and animals around me.</li></ul>
<b>Using Tools</b> <ul style="list-style-type: none"><li>• I know how to access the 'Borrow Box' independently.</li><li>• I know how to whittle sticks using a knife with adult supervision.</li><li>• I know how to build a basic shelter from natural materials with adult help.</li></ul>	
<b>Flora and Fauna Identification</b> <ul style="list-style-type: none"><li>• I know how to identify hawthorn and bramble plants.</li></ul>	



## Year 3 and 4

Skills (I know how to...)	Knowledge (I know that...)
<b>Behaviour and Safety</b> <ul style="list-style-type: none"><li>I know how to consolidate and follow the rules and boundaries of Forest School.</li><li>I know how to safely transport sticks of all sizes.</li></ul>	<ul style="list-style-type: none"><li>I know that I can only light fires under close adult supervision.</li><li>I know that different habitats host different species of flora and fauna.</li></ul>
<b>Using Tools</b> <ul style="list-style-type: none"><li>I know how to use secateurs independently with adult consent.</li><li>I know how to lay a small fire and cook over it with adult support.</li><li>I know how to tie basic knots (Square Lashing and Reef Knot)</li></ul>	
<b>Flora and Fauna Identification</b> <ul style="list-style-type: none"><li>I know how to identify oak and apple trees.</li></ul>	

## Year 5 and 6

Skills (I know how to...)	Knowledge (I know that...)
<b>Behaviour and Safety</b> <ul style="list-style-type: none"><li>I know how to demonstrate the rules and boundaries of Forest School to others.</li><li>I know how to leave the Forest as I found it, caring for the environment.</li></ul>	<ul style="list-style-type: none"><li>I know that risk assessment is essential for safety in outdoor activities.</li></ul>
<b>Using Tools</b> <ul style="list-style-type: none"><li>I know how to use a saw to cut thin discs and can tie more sophisticated knots (Clove Hitch and Timber Hitch).</li><li>I know how to use a hand drill to make holes in wood.</li><li>I know how to construct a shelter using tarps and ropes.</li></ul>	
<b>Flora and Fauna Identification</b> <ul style="list-style-type: none"><li>I know how to identify at least 8 different tree species in our grounds.</li><li>I know how to collect living things for study using specialist equipment without causing harm.</li><li>I know how to use classification keys to identify various flora and fauna.</li></ul>	