

Progression of skills



Kates Hill

COMMUNITY PRIMARY SCHOOL

Art Progression of skills

NB: All Classes in KS2 must create a collection of sketches throughout the year.

All classes must study notable artists, artisans and designers throughout the year.

	FS	1	2	3	4	5	6
Skills	<p>Work purposefully responding to colours, shapes, materials etc.</p> <p>Create simple representations of people and other things work spontaneously and enjoy the act of making/creating.</p> <p>Sustain concentration and control when experimenting with tools and materials.</p> <p>Recognise and describe key features of their own and others' work.</p> <p>Art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>How to explain what they are doing.</p>	<p>Recognise that ideas can be expressed in art work.</p> <p>Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) .</p> <p>Try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities.</p> <p>Show interest in and describe what they think about the work of others.</p> <p>How to recognise and describe some simple characteristics of different kinds of art, craft and design.</p> <p>The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawing to record ideas and experiences.</p> <p>Deliberately choose to use particular techniques for a given purpose.</p> <p>Develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).</p> <p>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...").</p> <p>That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) .</p>	<p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</p> <p>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p> <p>Describe the work of some artists, craftspeople, architects and designers.</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>Select and use relevant resources and references to develop their ideas.</p> <p>Sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.</p> <p>Investigate the nature and qualities of different materials and processes systematically.</p> <p>Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes).</p> <p>Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials.</p> <p>Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects.</p> <p>Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> <p>How to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>Using technical vocabulary and techniques for modifying different materials and processes.</p>

DT Progression of skills

	FS	1	2	3	4	5	6
Skills	Begin to design products that have a clear purpose and an intended user.	Draw on their own experience to help generate ideas	Generate ideas by drawing on their own and other people's experiences	Generate ideas for an item, considering its purpose and the user/s	Generate ideas, considering the purposes for which they are designing	Generate ideas through brainstorming and identify a purpose for their product	Communicate their ideas through detailed labelled drawings
	Begin to explore objects and designs to identify likes and dislikes of the designs.	Suggest ideas and explain what they are going to do	Develop their design ideas through discussion, observation, drawing and modelling	Identify a purpose and establish criteria for a successful product.	Make labelled drawings from different views showing specific features	Draw up a specification for their design	Develop a design specification
	Begin to suggest improvements to existing designs.	Identify a target group for what they intend to design and make	Identify a purpose for what they intend to design and make	Plan the order of their work before starting	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail	Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail	Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
		Model their ideas in card and paper	Identify simple design criteria	Explore, develop and communicate design proposals by modelling ideas	Evaluate products and identify criteria that can be used for their own designs	Use results of investigations, information sources, including ICT when developing design ideas	Plan the order of their work, choosing appropriate materials, tools and techniques
		Develop their design ideas applying findings from their earlier research	Make simple drawings and label parts	Make drawings with labels when designing	Select appropriate tools and techniques for making their product	Select appropriate materials, tools and techniques	Select appropriate tools, materials, components and techniques
		Make their design using appropriate techniques	Begin to select tools and materials; use vocab' to name and describe them	Select tools and techniques for making their product	Evaluate products and identify criteria that can be used for their own designs	Use results of investigations, information sources, including ICT when developing design ideas	Assemble components make working models
		With help measure, mark out, cut and shape a range of materials	Measure, cut and score with some accuracy	Measure, mark out, cut, score and assemble components with more accuracy	Select appropriate tools and techniques for making their product	Select appropriate materials, tools and techniques	Use tools safely and accurately
		Use tools eg scissors and a hole punch safely	Use hand tools safely and appropriately	Work safely and accurately with a range of simple tools	Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques	Use skills in using different tools and equipment safely and accurately	Construct products using permanent joining techniques
		Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape	Assemble, join and combine materials in order to make a product	Think about their ideas as they make progress and be willing change things if this helps them improve their work	Join and combine materials and components accurately in temporary and permanent ways	Weigh and measure accurately (time, dry ingredients, liquids)	Make modifications as they go along
		Select and use appropriate fruit and vegetables, processes and tools	Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	Measure, tape or pin, cut and join fabric with some accuracy	Sew using a range of different stitches, weave and knit	Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens	Pin, sew and stitch materials together create a product
	Use basic food handling, hygienic practices and personal hygiene	Follow safe procedures for food safety and hygiene	Demonstrate hygienic food preparation and storage	Measure, tape or pin, cut and join fabric with some accuracy	Cut and join with accuracy to ensure a good-quality finish to the product	Achieve a quality product	
	Use simple finishing techniques to improve the appearance of their product	Choose and use appropriate finishing techniques	Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	Use simple graphical communication techniques	Evaluate a product against the original design specification	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests	
	Evaluate their product by discussing how well it works in relation to the purpose	Evaluate against their design criteria	Evaluate their product against original design criteria e.g. how well it meets its intended purpose	Evaluate their work both during and at the end of the assignment	Evaluate it personally and seek evaluation from others	Record their evaluations using drawings with labels	
	Evaluate their products as they are developed, identifying strengths and possible changes they might make	Evaluate their products as they are developed, identifying strengths and possible changes they might make	Disassemble and evaluate familiar products	Evaluate their products carrying out appropriate tests		Evaluate against their original criteria and suggest ways that their product could be improved	
	Evaluate their product by asking questions about what they have made and how they have gone about it	Talk about their ideas, saying what they like and dislike about them					

Geography Progression of skills

	FS	1	2	3	4	5	6
Skills	<p>show an awareness of my immediate locality.</p> <p>use a simple picture map, recognising it is about a particular place.</p> <p>follow directions (forwards/ backwards/ up/ down) and can draw a simple picture map.</p>	<p>recognise and make observations to study the geography of the school e.g. drawing pictures, taking photographs, collecting simple data.</p> <p>identify the UK and its countries and surrounding seas using world maps, atlases and globes with support.</p> <p>use aerial photographs to recognise geographical features.</p> <p>follow directions (left/ right/ near/ far) and can draw a simple picture map.</p> <p>suggest my own symbols for real and/ or imaginary maps.</p> <p>use relative vocabulary e.g. bigger/ smaller.</p>	<p>recognise and make observations to study the geography of the locality surrounding the school e.g. drawing pictures, taking photographs, collecting simple data.</p> <p>use world maps, atlases and globes with some support to identify the four countries and capital cities, countries studies, continents and oceans.</p> <p>use aerial photographs and plan perspectives to recognise geographical features.</p> <p>follow directions N, S, E, W and can follow a route.</p> <p>draw maps using class agreed symbols and a key and look down on objects to make a plan.</p> <p>name features.</p>	<p>observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and simple data collection tables.</p> <p>use letter/ number co-ordinates to locate features on a map.</p> <p>use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied.</p> <p>use the four compass points. I can draw maps/ plans and recognise the need for a key.</p> <p>communicate using: graphs inc. pictograms and bar charts, suggested appropriate digital technologies, written accounts inc. reports and explanations.</p>	<p>observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and data collection tables.</p> <p>use letter/ number co-ordinates to locate features on a map.</p> <p>use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied.</p> <p>begin to select appropriate maps and use index/ contents pages of an atlas.</p> <p>use the eight points of a compass.</p> <p>draw maps/ plans with a key using some standard symbols.</p> <p>communicate using bar charts, bar line charts and line graphs.</p> <p>use appropriate digital technologies and present written accounts including reports and explanations.</p>	<p>observe, measure and record human and physical features using an increasing range of geographical methods including sketch maps and plans, surveys, questionnaires and a range of data collection techniques.</p> <p>use 4 figure grid references, a range of OS symbols.</p> <p>select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p> <p>use the index/ contents page of an atlas.</p> <p>use the eight points of a compass.</p> <p>draw sketch maps with increasingly accurate use of a plan view, use symbols (inc. OS symbols) and a key</p> <p>communicate using bar charts, bar line graphs, grouped frequency chart line graphs.</p> <p>begin to select appropriate digital technologies and present written accounts including reports, explanation and discussion text.</p>	<p>observe, measure and record human and physical features by selecting from a range of methods including accurate sketch maps and plans, surveys, questionnaires and a range of data collection techniques</p> <p>use 4 and 6-figure grid references, a range of OS symbols.</p> <p>select maps for a purpose (inc. OS maps and comp. mapping), compare large scale maps and aerial photographs to locate countries and describe features studied.</p> <p>use the index/ contents page of an atlas.</p> <p>draw maps with an accurate plan view, use symbols (inc. a range of OS symbols) and a key.</p> <p>communicate using line graphs, pie charts and scatter graphs.</p> <p>select appropriate digital technologies. I can select the appropriate form for presenting written communication inc. reports, explanation and discussion.</p>

History Progression of skills

	FS	1	2	3	4	5	6
Skills	<p>I can talk about past and present in my own life and that of my family using common words – yesterday and today, then and now, before and after, old and new</p> <p>I can compare objects, events and places, and can describe them using my chronological vocabulary.</p> <p>I can answer how and why questions about experiences, stories, events and objects.</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>

Computing Progression of skills



	1	3/4	4/5	5/6	
SKILLS	<p>Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.</p> <p>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.</p> <p>Chose suitable sounds from a bank to express their ideas.</p> <p>Record short speech.</p> <p>Contribute ideas to a class email to another class / school etc.</p> <p>As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).</p> <p>They show an awareness of different forms of information</p> <p>Control simple everyday devices to make them produce different outcomes.</p> <p>As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.</p> <p>Make simple choices to control a simple simulation program.</p> <p>Show an awareness of the range of devices and tools they encounter in everyday life</p> <p>Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV</p>	<p>Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.</p> <p>Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</p> <p>Create a simple animation to tell a story.</p> <p>Compose music from icons.</p> <p>Produce a simple presentation incorporating sounds the children have captured, or created.</p> <p>Work collaboratively by email to share and request information of another class or story character.</p> <p>Children use a search engine to find specific relevant information to use in a presentation for a topic.</p> <p>They save and retrieve their work.</p> <p>Control a device, on and off screen, making predictions about the effect their programming will have.</p> <p>Children can plan ahead.</p> <p>Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.</p> <p>Enter information into a simple branching database, database or word processor and use it to answer questions.</p> <p>They save, retrieve and edit their work.</p> <p>Children are able to play an adventure game and use a simple simulation, making choices and observing the results.</p> <p>Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.</p> <p>Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)</p> <p>Begin to show an awareness that computers can be linked to share resources</p> <p>Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)</p>	<p>Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback.</p> <p>Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.</p> <p>Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.</p> <p>Begin to understand the need to abide by school e-safety rules.</p> <p>Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.</p> <p>Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.</p> <p>Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.</p> <p>Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject.</p> <p>They follow straight forward lines of enquiry to search their data for their own purposes.</p> <p>They talk about their experiences of using ICT to process data compared with other methods.</p> <p>Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom.</p> <p>Make simple use of a spreadsheet to store data and produce graphs.</p> <p>Begin to use a data logger to sense physical data (sound, light, temperature).</p> <p>Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.</p> <p>Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).</p> <p>Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)</p> <p>Show an awareness that not all the resources/tools they use are resident on the device they are using.</p> <p>Begin to show an understanding of URLs.</p>	<p>Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience.</p> <p>Make a short film / animation from images (still and / or moving) that they have sourced, captured or created.</p> <p>Create multiple track compositions that contain a variety of sounds.</p> <p>Share ICT work they have done electronically by email, VLE, or uploading to authorised sites.</p> <p>Where possible seek and respond to feedback.</p> <p>Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience.</p> <p>They show an understanding that not all information on the internet is accurate.</p> <p>Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy.</p> <p>Perform a search using different search engines and check the results against each other, explaining why they might be different.</p> <p>Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p> <p>Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions.</p> <p>Enter information and interrogate it (by searching, sorting, graphing etc).</p> <p>Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.</p> <p>Set up and use a spreadsheet model to explore patterns and relationships. Make predictions.</p> <p>Know how to enter simple formulae to assist this process.</p> <p>Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings.</p> <p>Interpret the results and use these in their investigations.</p> <p>Realise the advantages of using ICT to collect data that might otherwise be problematic.</p> <p>Make choices about the devices and tools they use for specific purposes and explain them in relation to the context.</p> <p>Begin to show an awareness of specific tools used in working life.</p> <p>Show an understanding of the school network and how it links computers to resources in school and beyond.</p> <p>Compare this with other networks they may encounter at home or in the wider world (e.g. banks)</p> <p>Perform a search using different search engines and check the results against each other, explaining why they might be different.</p> <p>Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p>	<p>Multimedia work shows restrained use of effects that help to convey meaning rather than impress.</p> <p>Use images that they have sourced / captured / manipulated as part of a bigger project (eg presentation or document).</p> <p>Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.</p> <p>Abide by school rules for e-safety.</p> <p>Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</p> <p>Use appropriate methods to validate information and check for bias and accuracy.</p> <p>Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</p> <p>Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</p> <p>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.</p> <p>Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.</p> <p>⊠ The need for accuracy is demonstrated and strategies for spotting implausible data are evident.</p> <p>⊠ Children should be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases).</p> <p>Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model.</p> <p>Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.</p> <p>Relate their use of spreadsheets to model situations to the wider world.</p> <p>Children are able to identify their own opportunities for data logging and carry out their own experiments.</p> <p>They check and question results and are able to spot trends in data and identify when problems may have occurred.</p> <p>Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.</p> <p>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</p> <p>Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.</p> <p>Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication</p>

RE Progression of skills

	FS	1	2	3	4	5	6
Skills	<p>Begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.</p> <p>Listen to and talk about stories. Be introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p> <p>Reflect upon own feelings and experiences. use imagination and curiosity to develop appreciation and wonder of the world in which we live.</p>	<p>Remember a Christian story and talk about it.</p> <p>Use the right names for things that are special to Christians and Jews. Recognise religious art, symbols and words, and talk about them.</p> <p>Talk about things that happen to me.</p> <p>Talk about what I find interesting or puzzling.</p> <p>Talk about what is important to me and to other people.</p>	<p>Tell a Christian story and say some things that people believe.</p> <p>Talk about some of the things that are the same for different religious people.</p> <p>Say what some Christian and Jewish symbols stand for and say what some of the art is about.</p> <p>Ask about what happens to others with respect for their feelings.</p> <p>Talk about some things in stories that make people ask questions.</p> <p>Talk about what is important to me and to others with respect for their feelings.</p>	<p>Begin to describe what a believer might learn from a religious story.</p> <p>Start to describe some of the things that are the same and different for religious people.</p> <p>Use religious words related to the topic to describe some of the different ways in which people show their beliefs.</p> <p>Begin to compare some of the things that influence me with those that influence other people.</p> <p>Start to ask important questions about life and compare my ideas with those of other people.</p> <p>Link things that are important to me and other people with the way I think and behave.</p>	<p>Describe what a believer might learn from a religious story.</p> <p>Describe some of the things that are the same and different for religious people.</p> <p>Use religious words to describe some of the different ways in which people show their beliefs.</p> <p>Compare some of the things that influence me with those that influence other people.</p> <p>Ask important questions about life and compare my ideas with those of other people.</p> <p>Link things that are important to me and other people with the way I think and behave.</p>	<p>Make links between the beliefs teachings and sources of different religious groups and show how they are connected to believers' lives.</p> <p>Use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups. describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.</p> <p>Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.</p> <p>Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious.</p> <p>Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.</p>	<p>Suggest reasons for the variety of beliefs which people hold, and explain how religious sources are used to provide answers to important questions.</p> <p>Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.</p> <p>Give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p> <p>Ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>

Music Progression of skills

	FS	1	2	3	4	5	6
Skills	Sing echo songs and perform movements to a steady beat.	Explore the use of the voice in different ways such as speaking, singing and chanting.	Sing with a sense of the shape of a melody. To represent sounds with symbols.	Sing in tune.	Sing in tune with awareness of others.	I create songs with an understanding of the relationship between lyrics and melody.	Perform significant parts from memory and from notations with awareness of my own contribution.
	Explore singing at different speeds and pitch to create moods and feelings.	Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.	To improvise in making sounds with the voice.	Perform simple melodic and rhythmic parts.	Perform simple melodic and rhythmic parts with awareness of others.	Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.	Refine and improve my own work.
	Discover how to use the voice to create loud and soft sounds.	Find out how to sing with expression, confidence and creativity to an audience.	Perform songs using creativity and expression and create dramatic effect.	Improvise repeated patterns.	Improvise repeated patterns growing in sophistication.	Breathe well and pronounce words, change pitch and show control in singing.	Sing or play from memory with confidence, expressively and in tune.
	Play instruments to a steady beat.	Play instruments showing an awareness of others.	Perform simple patterns and accompaniments keeping to a steady pulse.	Beginning to understand the importance of pronouncing the words in a song well.	Sing songs from memory with accurate pitch.	Perform songs with an awareness of the meaning of the words.	Perform alone and in a group, displaying a variety of techniques.
	Understand how to hold and play an instrument with care.	Repeat and investigate simple beats and rhythms.	Recognise and explore how sounds can be organised.	Start to show control in voice.	Maintain a simple part within a group.	Hold a part in a round.	Take turns to lead a group. Sing a harmony part confidently and accurately.
	Explore the different sounds instruments make.	Learn to play sounds linking with symbols.	Respond to starting points that have been given	Perform with confidence.	Understand the importance of pronouncing the words in a song well.	Perform songs in a way that reflects the meaning and the occasion.	Improvise melodic and rhythmic material within given structures.
	Choose an instrument to create a specific sound.	Understand how to play an instrument with care and attention.	Understand how to control playing a musical instrument so that they sound, as they should.	To compose music that combines musical elements.	Show control in voice.	Sustain a drone or melodic ostinato to accompany singing.	Show thoughtfulness in selecting sounds and structures to convey an idea.
	Express feelings in music by responding to different moods in a musical score.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	Notice how music can be used to create different moods and effects and to communicate ideas.	Carefully choose sounds to achieve an effect.	Play notes on instruments with care so they sound clear.	Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	Create my own musical patterns.
	Listen to music and respond by using hand and whole body movements.	Reflect on music and say how it makes people feel, act and move.	Listen and understand how to improve own composition.	Order my sounds to help create an effect.	Compose music that combines several layers of sound.	Use the venue and sense of occasion to create performances that are well appreciated by the audience.	Use a variety of different musical devices including melody, rhythms, and chords.
		Respond to different composers and discuss different genres of music.		Create short musical patterns with long and short sequences and rhythmic phrases.	Awareness of the effect of several layers of sound.	Compose by developing ideas within musical structures.	Notice, comment on and compare the use of musical devices.
			Begin to recognise and identify instruments being played.	Compose and perform melodies and songs. (Including using ICT).	Improvise melodic and rhythmic phases as part of a group performance.	Notice, comment on and compare the relationship between sounds.	
			Comment on likes and dislikes.	Use sound to create abstract effects.	Improvise within a group.	Notice, comment on, compare and explore how music reflects different intentions.	
			Recognise how musical elements can be used together to compose music.	Recognise and create repeated patterns with a range of instruments.	Notice and explore the relationship between sounds.	Use of a variety of notation when performing and composing.	
				Create accompaniments for tunes.	Notice and explore how music reflects different intentions.	Compose music for different occasions appropriate musical devices.	
				Carefully choose order, combine and control sounds with awareness of their combined effect.	Know and use standard musical notation of crotchet, minim and semibreve.	Quickly read notes and know how many beats they represent.	
				To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect.	To indicate how many beats to play.	Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.	
					Read the musical stave and can work out the notes, EGBDF and FACE.	Describe music using musical words and use this to identify strengths and weaknesses in music.	
					Draw a treble clef at the correct position on the stave.		

PSHE Progression of skills

	FS/ 1	2/3	4	5	6
Skills	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. They can explain that people grow from young to old.</p> <p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).</p> <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing).</p> <p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>Pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).</p> <p>Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices. They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc). They can recognise and discuss the importance of relationships to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (for example agreeing a curfew time with a parent or carer).</p>

Citizenship Progression of skills

	FS/ 1	2/ 3	4	5	6
Skills	<p>Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules.</p> <p>Respond to simple questions and explain their own views and ideas in pairs and to the class Listen to the views of others.</p> <p>Make real choices and know how to ask for help</p>	<p>Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. Talk about and consider topics and issues, including moral and social dilemmas with others.</p> <p>Take part in simple discussions and debates on topical issues that affect themselves and others Understand that people may have different views on issues and use imagination to understand other people's experiences.</p> <p>Take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility .—Esafety</p>	<p>Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice Show understanding of values, for example honesty, tolerance, respect and concern for others.</p> <p>Talk and write about their opinions explaining their views Ask and respond to questions and listen to the view of others.</p> <p>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices Meet and talk with different adults from the community, for example nurse, police officer, councillor Begin to recognise that their actions affect themselves and others around them.</p>	<p>Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness.</p> <p>Demonstrate a broad knowledge and understanding of the topics and issues they have explored.</p> <p>Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions Listen to and consider the views and experiences of others and can express views that are not necessarily their own.</p> <p>Take part in group and decision-making activities, demonstrating.</p> <p>Responsibility in their attitudes to themselves and others.</p> <p>Reflect on their participation in citizenship activities.</p>	<p>Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways.</p> <p>Demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development and so on, and values, for example honesty, tolerance, respect and concern for others.</p> <p>Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media.</p> <p>Through group and class discussion and debate, present and develop ideas and views.</p> <p>Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation.</p> <p>Communicate their findings and experiences with others and make suggestions for improvements or changes.</p>