





## Whole School Progression of Skills

	<b>(1x English group time per week)</b> Instructions Recipes Leaflets Posters Handwriting/ Presentation	<b>(1x English group time per week)</b> Emotive Writing Shared Writes Diary Entries Drama/Role play Story maps Persuasive Letters Fact finding	<b>(1x English group time per week)</b> Poetry Focus  Letters Lists Drama	<b>(1x English group time per week)</b> Fact gathering Newspaper Reports Fact Writing Non-Chronological Report List writing	<b>(1x English group time per week)</b> Drama and dance Play scripts Lyrics/song writing Posters	<b>(1x English group time per week)</b> Alternative stories, Narrative Creating Story Books Poetry	<b>(1 x Big write per week)</b> Persuasive writing Write their own speeches Debates Fact-files Conscience alley	<b>(1 x Big write per week)</b> Poetry 'Words of Wisdom' to hand down to previous year group Targets/goal setting Letter writing Feelings and empathy
	<b>Writing lessons should be taught daily in Year 2. These writing genres should also be evident in written pieces across the curriculum subjects.</b>							
	<b>Year 2</b> Instructional Writing- Recipes Commas Sentences Types Connectives Handwriting/ Presentation	<b>Year 2</b> Emotive Writing Diary Entries  Persuasive Writing Letters Poetry- onomatopoeia	<b>Year 2</b> Poetry Drama Narrative	<b>Year 2</b> Newspaper reports Factual writing Non-Chronological Report	<b>Year 2</b> Drama and Dance Script writing Fact Files Posters	<b>Year 2</b> Narrative Alternative stories Creating Books Poetry Spells/ recipes/ instructions	<b>Year 2</b> Persuasive writing Write speeches Debates Fact-files	<b>Year 2</b> Write speeches Fact-files Letters- giving advice
Spellings	<b>From Week 3 (Year 1 &amp; 2)</b> 3x words related to Phonics phase the child is working at e.g. a child working at Phase 3 (despite the whole class being taught Phase 5) will receive Phase 3 spellings 2x common exception words (Year 1 and Year 2 list - saved on Google Drive)							
	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Writing	<b><u>Fundamental skills for writing</u></b>  Each new text should be introduced to the children using a WOW moment. This should be an exciting and intriguing experience, either in the school environment or through a trip. The use of props, visual resources, instruments and music should set the scene and immerse the children into the new text.							



## Whole School Progression of Skills

	<p>Through the planning stage of writing children should be given opportunities to use talk and imaginative role play to:</p> <ol style="list-style-type: none"> <li>1. Link statements and sticks to a main theme or intention</li> <li>2. Organise, sequence and clarify thinking, ideas, feelings and events</li> <li>3. Introduce a storyline or narrative into their play/role play</li> <li>4. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> </ol>					
<p><b>Writing</b> Progression of skills EYFS</p>	<p>In EYFS we follow Development Matters to track children's progress in writing throughout the year. This is facilitated through the strategies below.</p>					
	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>Sometimes gives meaning to marks as they draw and paint</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>To explore marking/writing with the letter and sounds taught so far</p>	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>To explore marking/writing with the letter and sounds taught so far.</p> <p>To write some of the 100 HFW</p>	<p>To use their phonic knowledge to write CVC words accurately and write more complex words in ways which match their spoken sounds</p> <p>To write a simple sentence/caption.</p>	<p>To use their phonic knowledge to write CVC words accurately and write more complex words in ways which match their spoken sounds</p> <p>To Write a simple sentence/caption.</p> <p>To write some of the 100 HFW words.</p>	<p>To know the GPC's for all 40+ phonemes</p> <p>To use their phonic knowledge to write CVC words accurately and write more complex words in ways which match their spoken sounds</p> <p>Write a simple sentence/caption.</p> <p>To write some of the 100 HFW words.</p> <p>To show a preference for a dominant hand.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control</p> <p>To spell some words in a phonetically plausible way, even if sometimes incorrect.</p> <p>To compose a sentence orally before writing it.</p>



## Whole School Progression of Skills

<p><b>Writing</b> Progression of skills Year 1</p>	<p>To attempt to write simple sentences in meaningful contexts that can be read by themselves and others</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To spell some words in a phonetically plausible way, even if sometimes incorrect.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p>	<p>To compose a sentence orally before writing it.</p> <p>to sequence sentences to form short narratives.</p> <p>To begin to use a range of connectives.</p> <p>To have an awareness of the use of capital letters ( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to independently explore the different sentence types.</p> <p>To use expanded noun</p>	<p>To sequence sentences to form short narratives.</p> <p>To begin to independently explore the different sentence types.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use a range of connectives.</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to use a range of connectives.</p> <p>To use a range of sentence types to add interest/meaning to their writing.</p> <p>To use expanded noun phrases to</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to use a range of connectives.</p> <p>To use a range of sentence types to add interest/meaning to their writing.</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To use a range of sentence types to add interest/meaning to their writing.</p>	<p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To consistently use capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>personal pronoun 'I')</p> <p>To use finger spaces of consistent size</p>	<p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To add some common suffixes when writing when the root word does not need changing e.g. -y -s -es -est -er -ed -ing</p> <p>To write common exception words correctly</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To consistently use capital letters(for names, places, the days of the week and the personal pronoun 'I')</p> <p>To use finger spaces and the correct punctuation for the sentence type.</p>
--	--	---	---	---	--	---	--	--



## Whole School Progression of Skills

	<p>To have an awareness of the use of capital letters ( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To have an awareness of the different sentence types.</p> <p>Can write some 'tricky words' that have been taught so far.</p>	<p>phrases to describe and specify (e.g. the blue butterfly).</p>		<p>describe and specify (e.g. the blue butterfly).</p>	<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>within their writing.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use the correct punctuation for the different sentence types.</p> <p>Have an awareness of the use of commas.</p>	<p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to one another and use spacing between words that reflects the size of the letters.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use the correct punctuation for the different sentence types.</p> <p>Have an awareness of the use of commas.</p>
--	---	---	--	--	--	--	---	---



## Whole School Progression of Skills

<p><b>Writing</b> Progression of skills Year 2</p>	<p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Sequences sentences to form short narratives.</p> <p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To be able to spell most of the Year 2 high frequency words. Some words are spelt correctly and others are phonetically plausible, for example 'house' the children may write 'hows'.</p> <p>To plan what they are going to write about, including writing down</p>	<p>To use finger spaces and the correct punctuation for the sentence type.</p> <p>To make phonetically-plausible attempts at words that are beyond their phonetic/spelling development.</p> <p>To spell more words in contracted form</p> <p>To be able to spell most of the Year 2 high frequency words.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to one another and use spacing between words that reflects the size of the letters.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To make phonetically-plausible attempts at words that are beyond their phonetic/spelling development.</p> <p>To know some common homophones (e.g. bare/bear, blue/ blew, night/knight)</p> <p>To spell more words in contracted form</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to spell most of the</p>	<p>To know some common homophones (e.g. bare/bear, blue/ blew, night/knight).</p> <p>To spell more words in contracted form</p> <p>To be able to spell most of the Year 2 high frequency words.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p>	<p>To know some common homophones (e.g. bare/bear, blue/ blew, night/knight)</p> <p>To spell more words in contracted form</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g.</p>	<p>To spell most Year 2 common exception words correctly</p> <p>To spell words in contracted form</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>To spell most Year 2 common exception words correctly</p> <p>To spell words in contracted form</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To apply common suffixes when writing and to know the associated spelling</p>
--	--	---	--	--	--	---	---



## Whole School Progression of Skills

	<p>ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to one another and use spacing between words that reflects the size of the letters.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To independently use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use sentences with different forms: statement, question,</p>	<p>To use sentences with different forms: statement, question, exclamation, command mostly using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use commas with a degree of accuracy.</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To begin to use a range of interesting words and phrases to start new sentence/paragraphs.</p>	<p>Year 2 high frequency words.</p> <p>To begin to correctly join letters.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use sentences with different</p>	<p>To begin to correctly join letters.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p>	<p>If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of</p>	<p>rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark</p>
--	--	--	---	--	---	---	---





## Whole School Progression of Skills

	<p>exclamation, command mostly using the correct punctuation.</p> <p>To use a range of connectives to expand and add detail to their sentences.</p>		<p>forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of</p>	<p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing. inc. the use of commas.</p>	<p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To add a sense of 'flow' and author 'style' to their writing. (metaphors, synonyms, similes)</p>	<p>punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To use a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To add a sense of 'flow' and author 'style' to their writing. (metaphors, synonyms, similes)</p>	<p>singular possession and contractions.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>
--	---	--	--	--	--	--	--





## Whole School Progression of Skills

				<p>punctuation to add interest to their writing. inc. the use of commas.</p> <p>To begin to use a range of interesting words and phrases to start new sentences/paragraphs.</p>	<p>To use a range of interesting words and phrases to start new sentences/paragraphs.</p>			
	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
	<p style="text-align: center;"><b>This reading progression of skills should be read in conjunction with the JWIS Phonics Progression of skills and Big Cat Phonics Handbooks.</b></p> <p style="text-align: center;">Throughout EYFS and KS1 children will follow the Big Cat Phonics Progression which allows children to accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words and to re read texts to build up fluency and confidence in word reading.</p>							
<b>Reading Progression of skills EYFS</b>	<p>In EYFS we follow Development Matters to track children’s progress in reading. Through continuous provision, group times and guided reading sessions children are given opportunities to develop confidence to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Development Matters in the EYFS- <a href="https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a></p>						<ul style="list-style-type: none"> <li>- To respond with the correct sound to graphemes for all 40+ phonemes.</li> <li>- To read words containing taught GPCs.</li> <li>- To blend sounds in unfamiliar words using the GPCs that they</li> </ul>	



## Whole School Progression of Skills

								<p>have been taught.</p> <p>- To orally retell familiar stories with increasing confidence.</p>
<p><b>Reading</b> Progression of skills Year 1</p>	<p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To apply phonic knowledge and skills as the route to decode unfamiliar words and read them aloud accurately.</p> <p>Can read some 'tricky' words that have been taught so far.</p> <p>To orally retell familiar stories.</p> <p>Demonstrate understanding when talking with others about what they have read by:</p>	<p>To retell familiar stories in increasing detail.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To begin to link what they have read or have read to them to their own experiences.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To begin to link what they have read or have read to them to their own experiences.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To read most Y1 common exception words.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To know the alternative sounds and use to read with increased accuracy.</p> <p>To accurately read Y1 common exception words</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they</p>	<p>To know the alternative sounds and use to read with increased accuracy.</p> <p>To accurately read Y1 common exception words</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To listen to and</p>	<p>To know the alternative sounds and use to read accurately.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To accurately read Y1 common exception words.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To make simple inferences based on what is being said and done.</p>



## Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>• Checking that a text makes sense to them as they read.</li> <li>• making simple predictions about what might happen on the basis of what has been read so far.</li> </ul>					<p>have read or have read to them to their own experiences.</p>	<p>discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>
<p><b>Reading Progression of skills Year 2</b></p>	<p>To continue to apply phonic knowledge and skills as the route to decode unfamiliar words.</p> <p>To respond speedily to the correct sound to all 40+ phonemes, including where applicable alternative sounds for graphemes</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words.</p> <p>To know the alternative sounds and use to read accurately.</p> <p>To read all Y1 and some Y2 common exception words.</p> <p>To check that</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words.</p> <p>To read most Y2 common exception words.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read most words containing common suffixes.</p> <p>To read most words in</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read most Y2 common exception words.</p> <p>To show understanding by drawing on what they</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read Y2 common exception words accurately.</p> <p>To read words accurately and</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read Y2 common exception words accurately.</p> <p>To read words</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read Y2 common exception words accurately.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p>



## Whole School Progression of Skills

	<p>(letters or groups of letters).</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To read all Y1 and some Y2 common exception words.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To make simple</p>	<p>the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss the sequence of events in books with increasing accuracy.</p> <p>To ask and answer simple questions about a text.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To read some words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>To discuss the sequence of events in books with increasing accuracy.</p> <p>To ask and answer simple questions about a text and begin to make links between the text they are reading and other texts they have read.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To read some words containing -s, -es, -ing, -ed and -est endings.</p>	<p>contracted form.</p> <p>To read most Y2 common exception words.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer simple questions about a text and begin to make links between the text they are reading and</p>	<p>already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>fluently without overt sounding and blending</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to</p>	<p>accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>To show understanding by participating in discussion about books, poems and other works they have read explaining their understanding and expressing their views.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to others.</p>	<p>To show understanding by participating in discussion about books, poems and other works they have read explaining their understanding and expressing their views.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to others.</p> <p>To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>
--	--	--	---	--	--	---	---	--



### Whole School Progression of Skills

	<p>inferences based on what is being said and done.</p> <p>To read some words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll</p>		<p>To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>other texts they have read. To make inferences on the basis of what is being said and done.</p>		<p>others. To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>	<p>To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>	
--	---	--	--	--	--	--	--	--



## Whole School Progression of Skills

# Maths

### Reception Maths Curriculum Map

- All topics must have one consolidation lesson at the end to ensure all children have understood all aspects of the topic covered.
- See progression of skills for content to be covered.

Autumn 1	Early Mathematical Experiences (5 lessons)	Pattern and Early Number (10 lessons)	Numbers within 6 (10 lessons)	<b>Consolidation</b> (5 lessons)
Autumn 2	Addition and Subtraction within 6 (5 lessons)  <b>Consolidation</b> (5 lessons)	Measures (5 lessons)	Shape and sorting (3D) (5 lessons)	Calendar and time (5 lessons)
Spring 1	Numbers within 10 (10 lessons)	Addition and Subtraction within 10 (5 lessons)	Numbers within 15 (10 lessons)	Numbers within 20 (5 lessons)
Spring 2	<b>Consolidation</b> <b>e.g. number bonds</b> (5 lessons)	Grouping and sharing (10 lessons)	Doubling and halving (10 lessons)	<b>Consolidation</b> (5 lessons)
Summer 1	Shape and pattern (2D) (5 lessons)	Addition and Subtraction (10 lessons)	<b>Consolidation</b> (5 lessons)	Money (5 lessons)
Summer 2	Measures (5 lessons)	Depth of numbers within 20 (10 lessons)	Numbers beyond 20 (10 lessons)	Problem solving/Investigation Week (5 lessons)



## Whole School Progression of Skills

### Reception Progression of Skills 19-20

Term and Overall Unit Focus:	Unit of Work:	Skills: 30 – 50 months 40 – 60 months Early Learning goals	Key vocabulary/Star words:	What this looks like in practice (topic related ideas):
Autumn 1  <b>Down on the Farm</b>	Early mathematical experiences	<ul style="list-style-type: none"> <li>● match equal sets using one-to-one correspondence</li> <li>● match unequal sets using one-to-one correspondence</li> <li>● compare objects according to size</li> <li>● compare sets without counting</li> <li>● order objects according to length or height</li> <li>● order sets without counting</li> </ul>	Match Order Compare	<ul style="list-style-type: none"> <li>- Matching farm animals to numbers.</li> <li>- Comparing numbers of animals in the pen.</li> <li>- Comparing the size of different animals.</li> <li>-Putting animals in size order.</li> <li>-Using cubes to measure height of animals.</li> </ul>
	Pattern and early number	<ul style="list-style-type: none"> <li>● <b>recite numbers in order to 10</b></li> <li>● <b>count 1, 2 or 3 objects reliably</b></li> <li>● <b>count one, two or three objects, images or sounds reliably</b></li> <li>● recognise if a number of objects is the same or different (working with numbers 1, 2 and 3)</li> <li>● recognise the numerals 1, 2 and 3</li> <li>● create representations for numbers 1, 2 and 3</li> <li>● <b>recognise, create and describe patterns</b></li> <li>● <b>describe and create patterns that are the same and different</b></li> <li>● <b>use familiar objects and common shapes to create and recreate patterns</b></li> </ul>	Recognise, create, same, different, count, pattern, colour, size, big, small, long, short, next, before, extend, count, one, two, how many, same, different	<ul style="list-style-type: none"> <li>- Creating patterns on a farm e.g. flowers, fences, animals.</li> <li>-Comparing characteristics of animals, e.g. which animal has the most spots or what flower has the least petals?</li> <li>-Spotting shapes in Farm themed settings.</li> </ul>
	Numbers within 6	<ul style="list-style-type: none"> <li>● <b>say which number is one more or one less than a given number</b></li> <li>● <b>estimate a number of objects and check by counting</b></li> <li>● <b>recognise the numerals 1-6</b></li> </ul>	Explore, count, estimate, place value, recognise, One, two, three, four, same, different, more, fewer, first,	<ul style="list-style-type: none"> <li>- Placing a number of farm animals on ten frames and counting those animals.</li> </ul>





## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>count reliably with numbers from 1 to 6</li> <li>create representations for numbers 1- 6</li> <li>Place numbers 1-6 in order</li> <li>say which number from 1-6 is one more or one less than a given number</li> <li>understand the conservation of number</li> </ul>	next, before, after, more, fewer, greater, less,	- Arrange farm related ideas for children to count and compare.
Autumn 2 <b>Crash! Bang!</b> <b>Winter Wonderland</b>	Addition and subtraction within 6	<ul style="list-style-type: none"> <li>add and subtract two single-digit numbers</li> <li>estimate a number of objects and check by counting up to 6</li> <li>introduce the concept of 0 as the empty set</li> <li>subitise within 5</li> <li>represent and use number bonds within 5</li> <li>use quantities and objects to add and subtract two single-digit numbers</li> </ul>	Zero, nothing, none, part, whole, plus, altogether, is equal to, part, whole, plus, is equal to.	- Making London or Christmas related addition and subtraction stories.
	Measures	<ul style="list-style-type: none"> <li>use everyday language to talk about size, weight, capacity</li> <li>estimate, measure, weigh and compare and order objects</li> <li>compare objects and quantities</li> <li>to accurately understand the difference between tall, small, short, long, light and heavy.</li> <li>solve size problems related to measures</li> </ul>	Big, bigger, biggest, small, smaller, smallest, full, empty, half full, heavy, heavier, heaviest, light, lighter, lightest, balance, long, longer, longest, short, shorter, shortest, same length.	- Measuring how tall buildings in London are, how heavy they are.
	Shape and sorting	<ul style="list-style-type: none"> <li>explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>shows an interest in shape and space by playing with shapes by sustained construction activity</li> <li>explore characteristics of everyday objects and shapes (focusing on 3-D shapes)</li> </ul>	Vertex, vertices, face, edge, over, under, above, below, top, bottom, side, on, in, in front, behind, front, back, beside, next to, between,	- Link to Christmas decorations or spotting shapes in landscapes.



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>● use positional language</li> <li>● use mathematical language associated with shape</li> <li>● classify and sort everyday objects</li> </ul>		
	Calendar and time	<ul style="list-style-type: none"> <li>● use everyday language to talk about time, days of the week and months of the year</li> <li>● measures short periods of time in simple ways</li> <li>● orders and sequences familiar events</li> <li>● use ordinal numbers: 1st, 2nd...last</li> </ul>	Time, season, month, day, calendar, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, First, next, last, before, after, morning, afternoon, evening, night-time, longer, shorter.	- Activities related to the topic e.g. Christmas Day is tomorrow morning, Santa Claus visits the houses at night and then delivers the presents.
Spring 1	Numbers within 10	<ul style="list-style-type: none"> <li>● say which number is one more or one less than a given number</li> <li>● estimate a number of objects and check by counting</li> <li>● count reliably with numbers from 1 to 10</li> <li>● develop an understanding of zero</li> <li>● create representations for numbers 0-10</li> <li>● place numbers 0-10 in order</li> <li>● recognise the numerals 0-10</li> <li>● use ordinal numbers: 1<sup>st</sup>, 2<sup>nd</sup>...last</li> <li>● understand the conservation of numbers</li> </ul>	One, two, three, four, five, six, seven, same, different, altogether, one more, one greater, one fewer, one less, numbers names 1-10, order, greater, greatest, more, less, increasing, decreasing, First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, last, next, before, after, between.	Activities related to the topic e.g. explorers, festivals.
Breaking News Chinese New Year Festival	Addition and subtraction within 10	<ul style="list-style-type: none"> <li>● estimate a number of objects and check by counting up to 10</li> <li>● add and subtract two single-digit numbers and count on or back to find the answer</li> <li>● use quantities and objects to add and subtract two single-digit numbers</li> <li>● use a range of representations to model adding and subtracting (part-whole model, ten frame, number line, bead string)</li> </ul>	First, then, now, plus, is equal to, take away.	



## Whole School Progression of Skills

	Numbers within 15	<ul style="list-style-type: none"> <li>say which number is one more or one less than a given number</li> <li>estimate a number of objects and check by counting</li> <li>count reliably with numbers from 0 to 15</li> <li>Create representations for numbers 0-15</li> <li>place numbers from 0-15 in order</li> <li>considering equal and unequal groups</li> </ul>	Number, number names 0 to 15, order, more, fewer, greater, less, same, equal, number line, one more, one fewer, between, before, after, bead string, guess, check, share, ordinal, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, first, last, order, sequence, groups of.	
Spring 2 <b>It's all Magic</b>	Grouping and sharing	<ul style="list-style-type: none"> <li>solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</li> <li>explore counting on in steps of 2 from zero</li> <li>explore counting on in steps of 5 from zero</li> <li>explore counting on in steps of 10 from zero</li> <li>share/group a number of objects into 2's, 5's and 10's</li> <li>solve practical problems that involve grouping and sharing</li> </ul>	Groups of, each group, altogether, same, different, number, equal groups, same number, pair, groups of two, bead string, each group, altogether, is equal to, equal groups, same number, 0, 10, 20, 30, 40, 50, share, unequal.	<ul style="list-style-type: none"> <li>- Sharing magic wands between wizards.</li> <li>- Skip counting numbers along a castle/skip counting using objects related to magic.</li> <li>-Solving potion related problems.</li> </ul>
	Numbers within 20	<ul style="list-style-type: none"> <li>count reliably with numbers from one to 20</li> <li>create representations for numbers 0-20</li> <li>say which number is one more or one less than a given number</li> <li>solve practical problems that involve grouping and sharing</li> <li>estimate a number of objects and check by counting, considering equal and unequal groups</li> </ul>	Number names 0–20, more, fewer, order, one group of ten, numbers within 20, pattern, one more, one greater, one fewer, one less, between, before, after, groups, first, last, order.	<ul style="list-style-type: none"> <li>- Representing numbers related to the topic e.g. 5 wands, 7 wizards.</li> </ul>
	Doubling and halving	<ul style="list-style-type: none"> <li>solve problems, including doubling, halving and sharing</li> <li>model doubling using a range of representations (CPA)</li> <li>model halving using a range of representations (CPA)</li> <li>Explore the relationship between doubling</li> </ul>	Double, altogether, how many, count, half, equal, same, part-whole model.	<ul style="list-style-type: none"> <li>- Doubling and halving scenarios related to the topic e.g. doubling 5 wands/halving 10</li> </ul>



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>Explore the relationship between doubling</li> </ul>		wizards/sharing them between castles.
Summer 1  <b>Climate Change</b>	Shape and pattern	<ul style="list-style-type: none"> <li>talk about properties of shapes</li> <li>explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>explore characteristics of everyday objects and shapes (focusing on 2-D shapes)</li> <li>use mathematical language associated with shape</li> <li>classify and sort shapes</li> <li>recognise, create and describe patterns with shapes</li> <li>use mathematical language to describe size and position</li> </ul>	Side, edge, vertex, vertices, curved, straight, sort, criteria, corner, square, circle, triangle, rectangle, straight, curved, pattern, next, same, different.	<ul style="list-style-type: none"> <li>- Looking at shapes of buildings around the world e.g. what shapes do they have?</li> <li>- Looking and comparing shapes from different habitats around the world.</li> </ul>
	Addition and subtraction within 20	<ul style="list-style-type: none"> <li>estimate a number of objects and check by counting up to 20</li> <li>add and subtract two single-digit numbers and count on or back to find the answer</li> <li>explore the relationship between addition and subtraction</li> <li>compare quantities and objects to solve problems</li> <li>solve problems, including doubling, halving and sharing</li> <li>say which number is one more or one less than a given number from 1 - 20</li> <li>use quantities and objects to add and subtract two single-digit numbers</li> </ul>	Part, whole, plus, altogether, is equal to, First, then, now, subtract, minus, part, whole, is equal to, more, fewer, is equal to, same, different, compare, double, add, half, share between.	
	Money	<ul style="list-style-type: none"> <li>compare quantities and objects to solve problems</li> <li>use everyday language to talk about money, recognise coins up to 50p and their values</li> <li>compare the value of coins</li> <li>use quantities and objects to count on and back to add and subtract</li> </ul>	1p, 2p, 5p, 10p, 20p, 50p, £1, coins, more, less, money, pence, penny, pennies, much?, altogether, pound,	<ul style="list-style-type: none"> <li>- Introduce money from around the world – in different countries.</li> <li>- Climate change shops – selling environment friendly items etc.</li> </ul>



## Whole School Progression of Skills

Summer 2  <b>When I grow up!</b>	Measures	<ul style="list-style-type: none"> <li>● use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems</li> <li>● estimate, measure, weigh and compare and order objects</li> <li>● order two or three items by length or height</li> <li>● order two items by weight or capacity</li> <li>● compare objects and quantities</li> <li>● solve size problems involving measures</li> <li>● explore measuring objects using non-standard units</li> </ul>	full, nearly full, half full, empty, nearly empty, half empty, the same, most, least, heavy, heavier, heaviest, light, lighter, lightest, the same, weight, more, less, about, length, same, different, how long, longer, longest, short, shorter, shortest, tall, taller, tallest,	- Make comparisons of height of themselves and discuss height and weight from being a baby to now.
	Depth of numbers within 20	<ul style="list-style-type: none"> <li>● solve problems including grouping, sharing, doubling and halving</li> <li>● Records using marks that they can interpret and explain (DM 40-60+)</li> <li>● Begins to identify own mathematical problems based on own interests and fascinations (DM 40-60+)</li> </ul>	Grouping, sharing, doubling, halving, numbers.	- Doubling and halving problems related to how they have changed e.g. height, age, shoe size etc.
	Numbers beyond 20	<ul style="list-style-type: none"> <li>● say which number is one more or one less than a given number</li> <li>● solve problems including grouping and sharing</li> <li>● estimate a number of objects and check by counting</li> <li>● count reliably to 50</li> <li>● explore counting on and back from any number within 50</li> <li>● place numbers from 0-50 in order</li> <li>● estimate a number of objects and check by counting</li> <li>● solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</li> </ul>	twenty, thirty, forty, count on, one more than, one fewer/less than, estimate, check, greater than, fewer than, share, equal, unequal, more than, fewer than,	
	Problem Solving	<ul style="list-style-type: none"> <li>● show an interest in number problems</li> <li>● begin to identify own mathematical problems based on own interests and fascinations</li> <li>● solve problems including doubling, halving and sharing</li> </ul>		



## Whole School Progression of Skills

### EYFS Maths Meeting Expectations

- Must be linked to topic for that term.

Term	Skill
<p><b>Autumn</b></p> <p>Down on the Farm</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Count reliably with numbers from 1 to 10 both forwards and backwards along a number line</li> <li>• Say which number is one more or one less than a given number within 10</li> <li>• Add and subtract two single-digit numbers</li> <li>• Represent and use number bonds within 5</li> <li>• Subitising within 10</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>• Recognise, describe and create patterns that are the same and different</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul> <p><u>Measure:</u></p> <ul style="list-style-type: none"> <li>• Order objects according to length or height and use everyday language to talk about size, weight, capacity</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>• Days of the week and months of the year</li> <li>• Orders and sequences familiar events</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>• Introduce coins 1p, 2p, 5p and 10p</li> </ul>
<p><b>Spring</b></p> <p>Crash! Bang!</p> <p>Winter Wonderland</p> <p>Breaking News</p> <p>Chinese New Year</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Subitising within 10</li> <li>• Say which number is one more or one less than a given number within 20</li> <li>• Count reliably with numbers from 1 to 20 forwards and backwards</li> <li>• Use a range of representations to model adding and subtracting</li> <li>• Share/group a number of objects into 2's, 5's and 10's</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>• Explore, recognise, naming and matching 2D and 3D shapes and use mathematical language to describe them</li> </ul>



## Whole School Progression of Skills

It's all magic!	<ul style="list-style-type: none"><li>• Ordering lengths and using comparative vocabulary</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>• Days of the week (today, tomorrow and yesterday) and months of the year</li><li>• Introduce the clock and talk about familiar times of the day</li></ul> <p><u>Money:</u></p> <ul style="list-style-type: none"><li>• Use everyday language to talk about money, recognise coins up to 50p and their values</li></ul>
<b>Summer</b>  Climate Change  When I grow up	<p><u>Number:</u></p> <ul style="list-style-type: none"><li>• Explore counting on and back from any number within 50 in 2's, 5's and 10's.</li><li>• Double and half numbers (within 10)</li><li>• Add and subtract two single-digit numbers and count on or back to find the answer using a range of strategies (ten frame, number line etc)</li></ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"><li>• Naming and matching 2D and 3D shapes and use mathematical language to describe them including face, edge, side and vertices</li></ul> <p><u>Measure:</u></p> <ul style="list-style-type: none"><li>• Compare two or more objects and quantities in length, weight and capacities</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>• Introduce o'clock</li></ul>





## Whole School Progression of Skills

### Year 1 Maths Curriculum Map

- All topics must have one consolidation lesson at the end to ensure all children have understood all aspects of the topic covered.
- See progression of skills for content to be covered.

Autumn 1	Numbers within 10 (10 lessons)		Addition and Subtraction within 10 (10 lessons)		Shapes and Patterns (10 lessons)	
Autumn 2	Numbers within 20 (10 lessons)		Addition and Subtraction within 20 (10 lessons)			<b>Consolidation</b> (5 lessons)
Spring 1	Time (10 lessons)		Exploring calculation strategies within 20 (5 lessons)	Addition and Subtraction within 20 (10 lessons) First 5 – addition Second 5 subtraction		<b>Consolidation</b> of all strategies (5 lessons)
Spring 2	Fractions (5 lessons)	<b>Consolidation</b> (5 lessons)	Measures: Length and Mass (10 lessons)		Numbers to 50 (10 lessons)	
Summer 1	Numbers 50 – 100 and beyond (10 lessons) <b>1<sup>st</sup> lesson consolidates numbers to 50.</b>		Addition and subtraction (10 lessons)		Money (5 lessons)	<b>Consolidation</b> (5 lessons)
Summer 2	Multiplication and Division (10 lessons)		<b>Consolidation</b> (5 lessons)	Measures: Capacity and Volume (10 lessons)		Problem solving/investigation week (5 lessons)



## Whole School Progression of Skills

### Year 1 Progression of Skills 19-20

Term and Overall Unit Focus	Unit of Work:	Skills:	Key vocabulary:	What this looks like in practise (topic related):
Autumn 1 Down on the Farm	Numbers to 10	<ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 10 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>count in multiples of twos</li> <li>double and halve numbers within 10</li> <li>estimate numbers within 10</li> </ul>	One, two, three, four, five, six, seven, eight, nine, ten, the same, as many, more, fewer, is equal to, part, whole, number bond, represent, double, equal, equal parts, half, halve, inverse, compare, order, less, greater, greatest, smaller, smallest.	- Using farm animals to count, find one more and represent different numbers. E.g. how many cows are there?
	Addition and subtraction within 10	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts [within 10]</li> <li>add and subtract one-digit ... numbers [to 10], including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs <b>begin with using conceptual notations of a part whole model combining two quantities and partitioning quantities</b></li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems – <b>using first then and now.</b></li> <li>comparing addition and subtraction statements</li> </ul>	Equation, add, addition, sign, symbol, plus, is equal to, altogether, part, whole, count on, sum, subtract, minus, number line, related, total.	- Using farm related objects to represent addition and subtraction e.g. using animals placed on a ten frame or part whole model.
	Shape and patterns	<ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes</li> </ul>	Cube, cuboid, cylinder, cone, sphere, pyramid, rectangle, square, circle,	- Using a farm house to look at different 3D shapes they can see.



## Whole School Progression of Skills

		<p>[for example, cuboids (including cubes), pyramids and spheres</p> <ul style="list-style-type: none"> <li>Sort and classify 2D and 3D shapes</li> <li>Make comparisons and share differences of structures of the same shape e.g. long fat cylinder, short thin cylinder however they are both cylinders</li> <li>Make, interpret and create 2D and 3D shape patterns</li> <li>describe position, direction and movement, including whole and half turns</li> <li>Compose and decompose 2D shapes e.g. arranging shapes to match a 2D image</li> <li>Be able to find shapes within shapes</li> <li>Compose and decompose 3D shapes to make a model e.g. interlinking cubes to make an L and being able to compare two of the same shapes in different positions</li> </ul>	<p>oblong, triangle, side, corner, vertex, vertices, curved, straight, pattern, repeating pattern, before, after, next, bigger, smaller, between, last, last but one, next to, in front of, under, left, right, between, above, forward, quarter turn, algorithm, backward.</p>	<p>- Using 2D/3D shapes to create pictures of animals or farms.</p>
<p style="text-align: center;">Autumn 2 <b>Crash! Bang!</b>  Winter <b>Wonderland</b></p>	<p>Numbers to 20</p>	<ul style="list-style-type: none"> <li>count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>estimate numbers on unmarked number lines (mark 10 first and then children can estimate the number)</li> <li>count, read and write numbers from 1 to 20 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>count in multiples of twos and fives</li> <li>double and halve numbers within 20</li> </ul>	<p>Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, represent, count on, number line, more than, less than, before, after, order, difference, tens, ones, greater, less, more, fewer, compare, value, increase, decrease, pattern, double, half, equal, odd, even, fair, unfair.</p>	
	<p>Addition and subtraction within 20</p>	<ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> </ul>	<p>First, then, now, more, number line/track, represent, add, addition, equation, subtract, subtraction, equation, take</p>	<p>- Using crash bang, winter wonderland objects to use for addition and subtraction.</p>



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>• estimate to check answers</li> </ul>	away, number bond, known fact, is equal to, 'make ten' strategy, partition, minus, model.	
<p>Spring 1</p> <p><b>Breaking News</b></p> <p><b>Chinese New Year Festival</b></p>	Time	<ul style="list-style-type: none"> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)</li> <li>• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>• describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</li> </ul>	January, February, March, April, May, June, July, August, September, October, November, December, month, year, date, before, after, next, then, first, minute, second, clock, longer, shorter, minute hand, second hand, hour hand, half past, time, half way between, o'clock, straight up, straight down, whole, quarter turn, clockwise, anti-clockwise.	- Using activities for time related to the topic. E.g. at 5 o'clock the fire of London started
	Exploring calculation strategies within 20	<ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• using calculation strategies including: known fact, make 10, near doubles</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> </ul>	Part, whole, related, known fact, number bond, double, near double, 'make ten' strategy, partition, addition, subtraction, equal, is equal to, equation, plus, efficient.	



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>		
	Addition and subtraction within 20	<ul style="list-style-type: none"> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers (Y2)</li> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>• estimate to check answers</li> <li>• discuss and solve one step problems that involve addition and subtraction, using pictorial representations, concrete objects and missing number problems</li> </ul>	Compare, more, fewer, difference, greater than, less than, 'make ten', subtract, equation, add.	
Spring 2 <b>It's all Magic!</b>	Fractions	<ul style="list-style-type: none"> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as</li> </ul>	Fraction, part, whole, compare, difference, equal parts, unequal parts, shape.	- Using objects related to the topic to find one half and one quarter of e.g. half of 6 wands.



## Whole School Progression of Skills

		recognising and combining halves and quarters as parts of a whole		
	Measures: Length and Mass	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>measure and begin to record the following: lengths and heights; mass/weight</li> <li>use both standard and non-standard units</li> <li>to use manageable common standard units using measuring tools, such as a rule, weighing scales and containers</li> </ul>	Part, whole, equal, unequal, half, divide, half, share, divide, quarter, divide, clockwise, anti-clockwise, three-quarter.	<ul style="list-style-type: none"> <li>- Measuring the height of castles and the length of their wands/hats.</li> <li>- Weighing their potions.</li> </ul>
	Numbers to 50	<ul style="list-style-type: none"> <li>count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in twos, fives and tens.</li> <li>count, read and write numbers from 1 to 20 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> </ul>	More, less, numbers to 50, multiple of 10, group of 10, twenty, thirty, forty, fifty, pattern, ones, digit, left, right, place value, part, whole, greater, greatest, less, least, smaller, smallest, order, compare, between, less than, more than, greater than, groups of five, pattern, increase, decrease.	
Summer 1 <b>Climate Change</b>	Numbers 50 to 100 and beyond	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens <b>using 100 square/number lines as well as partially filled in number lines</b></li> </ul>	Tall, taller, tallest, short, shorter, shortest, long, longer, longest, low, lower, high, higher, height, length, measure, measurement, close to, roughly, nearly, about, about the same as,	<ul style="list-style-type: none"> <li>-Comparing how temperatures have changed in different habitats.</li> <li>-Exploring how climate change is affecting the</li> </ul>



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>● count, read and write numbers from 1 to 20 in numerals and words; read and write numbers to at least 100 in numerals</li> <li>● given a number, identify one more and one less</li> <li>● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>● recognise the place value of each digit in a two-digit number (tens, ones) (Y2)</li> </ul>	<p>size, compare, unit, metre stick, metre, one half, estimate, double, balance, heavy, light, heavier, lighter, heaviest, lightest, weight, mass, level, approximately, predict, kilogram (kg).</p>	<p>number of trees and animals.</p>
	<p>Addition and subtraction within 100</p>	<ul style="list-style-type: none"> <li>● represent and use number bonds and related subtraction facts within 20</li> <li>● add and subtract one-digit and two-digit numbers, including zero</li> <li>● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</li> <li>● read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>● estimate to check answers</li> <li>● discuss and solve one step problems that involve addition and subtraction, using pictorial representations, concrete objects and missing number problems</li> </ul>	<p>Groups of ten, tens, ones, count on, place value, dienes, hundreds, place value chart, number bond, multiple of ten, part-whole model, one more, ten more, one less, ten less, one fewer, ten fewer, greater than, less than, compare, most, least, equal to, increase, decrease, sequence, pattern.</p>	





## Whole School Progression of Skills

<p>Summer 2</p> <p><b>When I grow up</b></p>	Money	<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	Coin, round, heptagonal, gold, silver, copper, pence, penny, value, worth, notes, pound, greatest, least, most, add, subtract, row, buy, sell, afford, total, altogether, change.	<ul style="list-style-type: none"> <li>- Set up class shops related to what they might sell in their shop when they grow up.</li> <li>- Role playing visiting the shops when they are an adult.</li> </ul>
	Multiplication and division	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise, find and name a half as one of two equal parts of a quantity</li> <li>recognise, find and name a quarter as one of four equal parts of a quantity</li> <li>make connections between arrays, number patterns</li> <li>counting in two's, fives and tens – skip counting in 2's or in multiples e.g. 10, 20, 30 or 1 ten, 2 tens, 3 tens</li> <li>grouping and sharing small quantities to begin understanding multiplication and division; doubling numbers and quantities' finding simple fractions of objects, number and quantities</li> </ul>	Double, half, equal parts, whole, halve, equal groups, unequal groups, groups of, lots of, altogether, repeated addition, sides, share, fair, equally, array, column, row, fraction, divide, quarter.	
	Measures: Capacity	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul>	Compare, capacity, greater, smaller, unit, about, volume, half, quarter, equal, litre, standard unit, distance, length, difference, measure, same, weighing scales, gram.	-Comparing how our height has changed as we grow up.
	Problem Solving	<ul style="list-style-type: none"> <li>practise ordinal numbers and solve simple concrete problems</li> </ul>		



### Whole School Progression of Skills

		<ul style="list-style-type: none"><li>• discuss and solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li><li>• solve problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support of teacher</li></ul>		
--	--	---	--	--



## Whole School Progression of Skills

### Year 1 Maths Meeting Expectations

- Must be linked to topic for that term.

Term	Skill
<p><b>Autumn</b></p> <p>Down on the Farm</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number in 2's, 5's and 10s.</li> <li>• Double and halve numbers within 10</li> <li>• Represent and use number bonds within 10 (using a range of representations including part-whole model)</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>• Name, recognise, sort and classify 2D and 3D shapes</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>• Compare, describe and order capacities, lengths and heights</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>• Tell the time to the hour and half past the hour</li> <li>• Measure and begin to record time (hours, minutes, seconds)</li> <li>• Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>• Recognise and know the value of different denominations of coins and notes</li> </ul>
<p><b>Spring</b></p> <p>Crash! Bang!</p> <p>Winter Wonderland</p> <p>Breaking News</p> <p>Chinese New Year</p> <p>It's all magic!</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number in 2's, 5's and 10s <b>using skip counting – as well as counting up in odd numbers</b></li> <li>• Represent and use number bonds within 10 (using a range of representations including part-whole model)</li> <li>• Double and halve numbers within 20</li> <li>• Using calculation strategies including: known fact, make 10, near doubles</li> </ul> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs and use inverse to check answers</li> <li>• Sharing and grouping of sets of objects up to 20</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>• Name, recognise, sort and classify 2D and 3D shapes using mathematical language to describe them</li> </ul> <p><u>Measures:</u></p>



## Whole School Progression of Skills

	<ul style="list-style-type: none"><li>● Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>● Tell the time to the hour and half past the hour and 2 hours before/after</li></ul> <p><u>Money:</u></p> <ul style="list-style-type: none"><li>● Recognise and know the value of different denominations of coins and notes</li></ul>
<p><b>Summer</b></p> <p>Climate Change</p> <p>When I grow up</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"><li>● Addition and subtraction strategies including: known fact, make 10, near doubles</li><li>● Recognise the place value of each digit in a two-digit number (tens, ones)</li><li>● Explore repeated addition on a part whole model (make links to multiplication and division)</li></ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"><li>● Name, recognise, sort and classify 2D and 3D shapes using mathematical language to describe them</li></ul> <p><u>Time:</u></p> <ul style="list-style-type: none"><li>● Describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face</li></ul> <p><u>Money:</u></p> <ul style="list-style-type: none"><li>● Recognise and know the value of different denominations of coins and notes</li><li>● Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</li></ul>



## Whole School Progression of Skills

### Year 2 Maths Curriculum Map

- All topics must have one consolidation lesson at the end to ensure all children have understood all aspects of the topic covered.
- See progression of skills for content to be covered.
- **Greater depth opportunities**

Autumn 1	Numbers within 100 (5 lessons)	Addition and subtraction of 2-digit numbers <i>*Ensure to cover bead strings as Year 1 would have missed this.</i> (10 lessons)	<b>Addition and subtraction word problems</b> (10 lessons)	<b>Consolidation</b> (5 lessons)
Autumn 2	<b>Measures: Length</b> (5 lessons) <i>*may choose to extend to 10 lessons with no consolidation at end of term</i>	<b>Graphs</b> (10 lessons)	<b>Multiplication and Division: 2, 5 and 10.</b> <i>*Teach Y1 Multiplication and Division unit for 5 lessons and then move onto Y2 unit for 10 lessons.</i> (15 lessons)	
Spring 1	<b>Time</b> (10 lessons)	Fractions (15 lessons)	Addition and Subtraction of 2 – digit numbers <i>*Consider that Y1 have not been taught bridging or regrouping so allow time for consolidation – look at Y1 unit and amalgamate the 2.</i> (5 lessons)	
Spring 2	Addition and Subtraction of 2 – digit numbers (5 lessons*continued)	Money <i>*Ensure this is covered in depth during Maths Meetings previous to this unit</i> (10 lessons)	<b>Face, shapes and patterns; lines and turns</b> <i>*May want to spend fewer lessons on this to allow time for Addition and Subtraction of 2 – digit numbers</i> (10 lessons)	
Summer 1	Exploring calculation strategies AND efficient methods (10 lessons)	<b>SATS</b> Problem Solving (5 lessons)	Numbers within 1000 (5 lessons)	<b>Multiplication and Division: 3 and 4</b> (10 lessons)
Summer 2	Measures: Capacity and Volume <i>*Y1 will not have explored non-standard units or the term litre – may want to include this in teaching sequence (see Year 1)</i> (10 lessons)	Measures: Mass (5 lessons)	Investigations (10 lessons)	



## Whole School Progression of Skills

### Year 2 Progression of Skills 19-20

Year 1 POSK to cover prior to the Y2 POSK = Red

DFE Guidance

Term and Overall Unit Focus:	Unit of Work:	Skills: Greater depth	Key vocabulary:	What this looks like in practise (topic related):
Autumn 1  Down on the Farm n	Numbers within 100	<ul style="list-style-type: none"> <li>use place value and number facts to solve problems</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Connect the way that numerals are written and their value e.g. 2 groups of 10 and 3 ones is 23</li> <li>compose and decompose two-digit numbers using standard and nonstandard partitioning.</li> <li>identify, represent and estimate numbers to 100 using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward using bead strings, number lines and 100 squares</li> <li>Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10</li> </ul>	Group, ten, altogether, strategy, left over, ones, tens, 1-digit number, 2-digit number, value, worth, partition, represents, compare, greatest, smallest, greater than, less than, is equal to, order, increasing, decreasing, more, less, forwards, backwards, counting, odd, even.	
	Addition and subtraction of 2-digit numbers	<ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>recall and use addition and number bonds to 10, 20 and use these to reason with and calculate bonds to and</li> </ul>	Whole, part, tens, ones, partition, 'if I know... then I know...', number bonds, doubles, near doubles.	- Using farm animals as representations e.g. 5 cows on a ten frame and 5 pigs



## Whole School Progression of Skills

		<p>within 20 recognising other associate additive relationships</p> <ul style="list-style-type: none"> <li>• show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>• Using known facts within ten to derive facts within 20</li> <li>• Adding and subtracting tens or ones</li> <li>• Adding and subtracting tens and ones</li> <li>• Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?"</li> <li>• Calculating with three numbers</li> </ul>		<p>make ten (making link to the number bond).</p> <p>- Use the topic as a context for addition and subtraction e.g. the farmer had 10 sheep but sold 5 of them. How many does he have left?</p>
	Addition and subtraction word problems	<ul style="list-style-type: none"> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> <li>• estimate the answer to a calculation and use inverse operations to check answers (Y3)</li> </ul>	Whole, part, add, subtract, bar model, value, known, unknown, worth, more, fewer, amount, difference.	- Use the topic as a context for addition and subtraction e.g. the farmer had 10 sheep but sold 5 of them. How many does he have left?
	Measures: Length	<ul style="list-style-type: none"> <li>• measure using cm, m and mm and record information using the correct standard abbreviations</li> </ul>	Length, long, short, longer, shorter, shortest, longest, measure, metre, estimate, longer than, shorter than,	- Use the topic as a context for measuring length e.g. the hospital is 25cm tall etc.



## Whole School Progression of Skills

Autumn 2  <b>Crash! Bang!</b>  <b>Winter Wonderland</b>		<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales</li> <li>compare and order length and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm)</li> <li>to compare measures including simple multiples such as 'half as high', 'twice as wide'.</li> </ul>	ruler, centimetre, about, exactly, the same as, known, unknown, whole, part.	
	Graphs	<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> <li>record, interpret, collate, organise and compare information</li> <li>read scales* where not all numbers on the scale are given and estimate points in between (The scale can be in the form of a number line, a practical situation or a graph axis.)</li> </ul>	Data, pictogram, table, collect, sort, interpret, block diagram, tally, scaled.	<ul style="list-style-type: none"> <li>- Use Crash! Bang! unit topic of Firework night etc. for recording and reading data.</li> <li>- How many fireworks have there been?</li> </ul>
	Multiplication and division: 2, 5, and 10	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise, find and name a half as one of two equal parts of a quantity</li> <li>recognise, find and name a quarter as one of four equal parts of a quantity</li> </ul>	Multiplication, repeated addition, groups of, rows, columns, part, whole, commutative, divide, share, equal, group, value, multiply, skip count, fives, two, ten.	<b>Crash! Bang!:</b> <ul style="list-style-type: none"> <li>- There are 10 lots of fireworks, how many is that in total?</li> <li>- Some fireworks release 2 at a time. How many will there be after 1, 2, 3, or 4 have been set off?</li> </ul>





## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>• make connections between arrays, number patterns</li> <li>• counting in two's, fives and tens – skip counting in 2's or in multiples e.g. 10, 20, 30 or 1 ten, 2 tens, 3 tens</li> <li>• grouping and sharing small quantities to begin understanding multiplication and division; doubling numbers and quantities' finding simple fractions of objects, number and quantities</li> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and use them to solve simple problems, demonstrating and understanding of commutativity as necessary</li> <li>• connect the multiplication table to place value, and the 5 multiplication table to the divisions of a clock</li> <li>• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</li> </ul>		<p>Winter Wonderland: Each child has 10 presents. There are 5 children? How many in total?</p> <p>Use presents or snowflakes to represent arrays.</p>
	Time	<ul style="list-style-type: none"> <li>• know the number of minutes in an hour and the number of hours in a day</li> <li>• know o'clock, half past, quarter past and quarter to</li> </ul>	Time, hour, day, night, morning, afternoon, evening, midday, midnight, hour, minute, hour hand, minute hand, scale, quarter	- Use the topic to contextualise activities e.g Florence Nightingale worked for 5 hours in the hospital.



### Whole School Progression of Skills

<p>Spring 1</p> <p><b>Breaking News!</b></p>		<ul style="list-style-type: none"> <li>tell, <b>read</b> and write the time to five minutes, <b>including quarter past/to the hour/half hour</b> and draw the hands on a clock face to show these times</li> <li>compare and sequence intervals of time</li> <li>to find durations of time and compare them</li> <li>become fluent in telling the time on an analogue clock and recording it</li> </ul>	past, half past, o'clock, quarter to, earlier, later, duration, start, finish.	If she started at 4 o'clock. When would she finish? - First Florence Nightingale went to the hospital and then she treated a patient.
	Fractions	<ul style="list-style-type: none"> <li>Make equal parts</li> <li><b>Identify</b>, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, <b>number</b>, shape, set of objects or quantity <b>and know that all parts must be equal parts of the whole</b></li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math></li> <li>recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>unit fractions and non-unit fractions</li> <li>count in fractions</li> </ul>	Fraction, equal parts, whole, divide, one, share, half, quarter, numerator, denominator, vinculum, one half, one third, one quarter, halves, part, the same as.	
	Addition and subtraction of 2-digit numbers  (regrouping and bridging)	<ul style="list-style-type: none"> <li><b>represent and use number bonds and related subtraction facts within 20</b></li> <li><b>add and subtract one-digit and two-digit numbers, including zero</b></li> <li><b>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (Y2)</b></li> <li><b>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</b></li> <li><b>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></b></li> </ul>	Make ten, regroup, partition, tens, ones, number line, number bonds, dienes, bar model, round and adjust add, subtract, double, near double.	



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>● estimate to check answers</li> <li>● discuss and solve one step problems that involve addition and subtraction, using pictorial representations, concrete objects and missing number problems</li> <li>● recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>● add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>● solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> <li>● estimate the answer to a calculation and use inverse operations to check answers (Y3)</li> <li>● Using 'Make Ten' and regrouping for addition</li> <li>● Using 'Make Ten' and regrouping for subtraction</li> <li>● Using near multiples to add and subtract</li> <li>● Mentally adding with near doubles</li> </ul>		
	Money	<ul style="list-style-type: none"> <li>● recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>● find and use different combinations of coins that equal the same amounts of money</li> <li>● counting money e.g. pence, pounds, notes and coins</li> <li>● Finding the total, difference and change</li> </ul>	Penny, pennies, pence, value, compare, greater, lower, one pound, pounds, coin, note, total, altogether, same as, equal to, change,	- Set up a magic shop for children to buy potions and wands etc.



## Whole School Progression of Skills

<p>Spring 2</p> <p><b>It's all Magic!</b></p>		<ul style="list-style-type: none"> <li>• Fluent in counting and recognising coins</li> <li>• solve simple and two step problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<p>count up, total, spent, all possibilities, systematically.</p>	
	<p>Face, shapes and patterns; lines and turns</p>	<ul style="list-style-type: none"> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• discuss and understand the differences of properties between both 2D and 3D shapes</li> <li>• understand the line of symmetry and multiple ways this can be found on a shape</li> <li>• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul>	<p>Straight, curved, side, vertex, square, oblong, rectangle, quadrilateral, triangle, circle, pentagon, hexagon, heptagon, octagon, right angle, straight lines, sides, vertices, symmetry, 2D shape, 3D shape, reflection, half, equal, exact, identical, sorting, venn diagram classify, criteria, properties, lines of symmetry, edge, vertex, cone, sphere, cylinder, pyramid, cuboid, apex, faces, depth, width, size, shape, repeating, the same, base, branching database, on, next to, in front of, behind, under, above, in between, left, right, below, start, end, route, forwards, backwards, clockwise, anti-clockwise, half, quarter, full turn, rotation, quarter turn, straight line.</p>	<p>- Identifying shapes from pictures or models of castles or magic shows and comparing.</p> <p>- Children making their own magic scenes with 2D and 3D shapes.</p>



## Whole School Progression of Skills

Summer 1  <b>Climate Change</b>	Exploring calculation strategies	<ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers</li> </ul> add and subtract numbers with up to two digits, using written methods	Make ten, number bonds, partition, round and adjust, known facts, near doubles, part, whole, known, unknown, add, subtract, more, fewer, less, difference, place value, tens, ones, column, is equal to, regroup.	
	Problem Solving	<ul style="list-style-type: none"> <li>to use place value and number facts to solve related problems to develop fluency</li> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</li> <li>solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>use reasoning about numbers and relationships to solve more complex problems and explain their thinking</li> <li>solve unfamiliar word problems that involve more than one step</li> </ul>		- Problem solving activities related to the overall topic.
	Numbers within 1000	<ul style="list-style-type: none"> <li>use place value and number facts to solve problems</li> <li>identify, represent and estimate numbers to 1000 using different representations (Y3)</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3)</li> </ul>	Hundreds, tens, ones, place value chart, regrouping, numbers 0 – 99, whole, part, dienes, exchange, compare,	



## Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>compare and order numbers up to 1000 (Y3)</li> <li>read and write numbers up to 1000 in numerals and in words (Y3)</li> <li>count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3)</li> <li>apply knowledge of numbers to 1000 to read scales</li> <li>begin to understand zero as a place holder</li> </ul>	greater than, less than, the same as, more, fewer, scale, mark, intervals.	
	Multiplication and division: 3 and 4	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3)</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>count from 0 in multiples of 4, 8, 50 and 100</li> </ul>	Multiply, three, skip counting, number line, bead string, product, multiple of, group, part, whole, divide, array, share, commutative, multiplication, division, equal, bar model, problem solving, twice as many, three times as many, half of, one quarter of, one third of.	
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;"><b>When I grow up!</b></p>	Measures: Mass	<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order mass and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g)</li> </ul>	Kilogram, heavier than, lighter than, as heavy as, weigh, mass, unit, standard unit, gram, 1000, difference, total, multiply, divide, add, part, whole.	<p>- How tall am I now/was/will be?</p> <p>- How heavy/light am I now/was/will be?</p>



### Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>using known facts to derive new facts (<math>2g + 2g = 4g</math> so <math>200g + 200g = 400g</math>)</li> </ul>		
	Measures: Capacity and volume	<ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> <li>choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (<math>^{\circ}C</math>) to the nearest appropriate unit, using scales, thermometers and measuring vessels</li> <li>compare and order volume and capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (<math>^{\circ}C</math>)</li> <li>using known facts to derive new facts (<math>2ml + 2ml = 4ml</math> so <math>200ml + 200ml = 400ml</math>)</li> </ul>	<p>Temperature, thermometer, unit of measure, degrees, Celsius, heat, hot, cold, warmer, cooler, more than, less than, estimate, capacity, one litre, volume, bar model, fractions, one half, double, one quarter, two quarters, three quarters, millilitre, altogether, difference, number bonds, part, whole, total.</p>	



## Whole School Progression of Skills

### Year 2 Maths Meeting Expectations

- Must be linked to topic for that term.

Term	Skill
<p><b>Autumn</b></p> <p>Down on the Farm</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens</li> <li>• Use make 10 strategies to add and subtract using a number line, bead string or dienes (introduce regrouping/bridging vocabulary)</li> <li>• Double and half within 20</li> <li>• Sharing/making equal groups of quantities up to or less than 20</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces</li> <li>• Use mathematical vocabulary to describe position, direction and movement</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>• Measure and compare using cm, m and mm and record information using the correct standard abbreviations</li> <li>• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• Introduce litre as a standard unit of measure</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>• Know o'clock, half past</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Exchange coins and notes of equal value</li> </ul>
<p><b>Spring</b></p> <p>Crash! Bang!</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• Add and subtract number, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens (regrouping)</li> </ul>





## Whole School Progression of Skills

<p>Winter Wonderland</p> <p>Breaking News</p> <p>Chinese New Year</p> <p>It's all magic!</p>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> </ul> <p><u>Shape:</u></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D and 3-D shapes, including the number of edges, vertices and faces</li> <li>Use mathematical vocabulary to describe position, direction and movement</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>Tell, read and write the time to five minutes, including quarter past/to the hour/half hour</li> <li>Connect the multiplication table to place value, and the 5 multiplication table to the divisions of a clock</li> </ul> <p><u>Money:</u></p> <ul style="list-style-type: none"> <li>Solve simple and two step problems in a practical context involving addition and subtraction of money of the same unit</li> </ul>
<p><b>Summer</b></p> <p>Climate Change</p> <p>When I grow up</p>	<p><u>Number:</u></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Solve problems with addition and subtraction using chosen mental and written methods</li> <li>Use and apply the inverse method to check answers</li> </ul> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul> <p><u>Time:</u></p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> </ul>



## Whole School Progression of Skills

### Year 3 Progression of Skills 19-20

<b>Unit of work:</b>	<b>Skills:</b>
Number sense and exploring calculation strategies  (3 weeks)	<ul style="list-style-type: none"> <li>● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>● recognise the place value of each digit (tens, ones), compare and order numbers up to 100</li> <li>● find 10 more or less than a given number</li> <li>● read and write numbers up to 100 in numerals and in words</li> <li>● solve number problems and practical problems involving these ideas</li> <li>● identify, represent and estimate numbers using different representations, including the number line</li> <li>● add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>
Place value  (2 weeks)	<ul style="list-style-type: none"> <li>● identify, represent and estimate numbers using different representations</li> <li>● find 10 or 100 more or less than a given number</li> <li>● recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>● compare and order numbers up to 1000</li> <li>● read and write numbers up to 1000 in numerals and in words</li> <li>● solve number problems and practical problems involving these ideas</li> <li>● count from 0 in multiples of 50 and 100</li> </ul>
Graphs  (1 week)	<ul style="list-style-type: none"> <li>● interpret and present data using bar charts, pictograms and tables</li> <li>● solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul>
Addition and subtraction  (3 weeks)	<ul style="list-style-type: none"> <li>● add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</li> <li>● add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>● estimate the answer to a calculation and use inverse operations to check answers</li> <li>● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>
Length and perimeter  (2 weeks)	<ul style="list-style-type: none"> <li>● measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>● measure the perimeter of simple 2-D shapes</li> <li>● continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed ... and simple equivalents of mixed units (for example, 5m = 500cm)</li> </ul>
Multiplication and division  (2 weeks)	<ul style="list-style-type: none"> <li>● recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>● count from zero in multiples of 4</li> </ul>



### Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>● solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul>
Deriving multiplication and division facts (3 weeks)	<ul style="list-style-type: none"> <li>● recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>● solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul>
Time (2 weeks)	<ul style="list-style-type: none"> <li>● tell and write the time using 12-hour analogue and digital clocks, including using Roman numerals from I to XII</li> <li>● estimate and read time with increasing accuracy to the nearest minute</li> <li>● record and compare time in terms of seconds, minutes and hours</li> <li>● use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>● know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>● compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul>
Fractions (3 weeks)	<ul style="list-style-type: none"> <li>● recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>● recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>● count up and down in tenths</li> <li>● recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>● recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>● add and subtract fractions with the same denominator within one whole [ for example, <math>57 + 17 = 67</math> ]</li> <li>● compare and order unit fractions, and fractions with the same denominators</li> <li>● solve problems that involve all of the above</li> </ul>
Angles and shape (3 weeks)	<ul style="list-style-type: none"> <li>● recognise angles as a property of shape or a description of a turn</li> <li>● identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>● identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>● draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>● recognise 3-D shapes in different orientations and describe them</li> <li>● measure the perimeter of simple 2-D shapes</li> </ul>
Measures (3 weeks)	<ul style="list-style-type: none"> <li>● measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>● continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)</li> </ul>



### Whole School Progression of Skills

Securing multiplication & division (1 week)	<ul style="list-style-type: none"> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• recall and use multiplication and division facts for the 8 multiplication tables</li> <li>• count from zero in multiples of 8</li> </ul>
Exploring calculation strategies and place value (2 weeks)	<ul style="list-style-type: none"> <li>• add and subtract numbers mentally</li> <li>• find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4)</li> <li>• order and compare numbers beyond 1000 (Y4)</li> <li>• round any number to the nearest 10, 100 or 1000 (Y4)</li> </ul>

### Year 6 Progression of Skills 19-20

<b>Unit of work:</b>	<b>Skills:</b>
Unit 1  Integers & Decimals (2 weeks)	<ul style="list-style-type: none"> <li>• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• round any whole number to a required degree of accuracy</li> <li>• solve problems involving addition and subtraction</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>
Unit 2  Multiplication and division (3 weeks)	<ul style="list-style-type: none"> <li>• identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>• divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• use written division methods in cases where the answer has up to two decimal places</li> <li>• identify common factors, common multiples and prime numbers</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul>



### Whole School Progression of Skills

<p>Unit 3</p> <p>Calculation problems (2 weeks)</p>	<ul style="list-style-type: none"> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• use knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• solve problems involving addition, subtraction, multiplication and division</li> </ul>
<p>Unit 4</p> <p>Fractions (2 weeks)</p>	<ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>• recall and use equivalences between simple fractions and decimals, including in different contexts</li> <li>• generate and describe linear number sequences (with fractions)</li> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> </ul>
<p>Unit 5</p> <p>Missing angles and lengths (1 week)</p>	<ul style="list-style-type: none"> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</li> <li>• express missing number problems algebraically</li> <li>• compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul>
<p>Unit 6</p> <p>Coordinates and shape (2 weeks)</p>	<ul style="list-style-type: none"> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• describe positions on the full coordinate grid (all four quadrants)</li> <li>• enumerate possibilities of combinations of two variables</li> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• solve number and practical problems that involve all of the above</li> </ul>
<p>Unit 7</p> <p>Fractions (1 week)</p>	<ul style="list-style-type: none"> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{2} \div 2 = \frac{1}{4}</math>]</li> <li>• recall and use equivalences between simple fractions and decimals, including in different contexts</li> </ul>



### Whole School Progression of Skills

<p>Unit 8</p> <p>Decimals and measures (3 weeks)</p>	<ul style="list-style-type: none"><li>● solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li><li>● use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li><li>● convert between miles and kilometres</li><li>● recognise that shapes with the same areas can have different perimeters and vice versa</li><li>● recognise when it is possible to use formulae for area and volume of shapes</li><li>● use simple formulae</li><li>● calculate the area of parallelograms and triangles</li><li>● calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li><li>● generate and describe linear number sequences (with decimals)</li></ul>
<p>Unit 9</p> <p>Percentages and statistics (2 weeks)</p>	<ul style="list-style-type: none"><li>● recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li><li>● solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li><li>● interpret and construct pie charts and line graphs and use these to solve problems</li><li>● calculate and interpret the mean as an average</li></ul>
<p>Unit 10</p> <p>Proportion problems (2 weeks)</p>	<ul style="list-style-type: none"><li>● solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li><li>● solve problems involving similar shapes where the scale factor is known or can be found</li><li>● solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li></ul>





### Whole School Progression of Skills

<p><b>(40-60 months) (ELG)</b></p> <p><b>Teachers can choose whether to plan these inside or outside the classroom.</b></p>	<p>To show care and concern for living things and the environment.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To observe plants and food growing.</p>	<p>they live or the natural world.</p> <p>To name the four seasons.</p> <p>To name different kinds of weathers.</p>	<p>To talk about basic features of materials, such as, 'that feels soft'.</p> <p>To look closely at similarities, differences, patterns and change, relating to everyday materials.</p>	<p>To eat a healthy range of foodstuffs and understand a need for variety in food.</p> <p>To identify between healthy and unhealthy food.</p> <p>To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>		<p>To discuss different materials and why we may use them.</p>	<p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>To know some characteristics of different seasons.</p> <p>To discuss some ideas about how they can look after their environment.</p>	<p>To know where they live and discuss where other people may live.</p> <p>To look closely at similarities, differences, patterns and change.</p> <p>They make observations of animals and explain why some things occur and talk about changes.</p>
<p><b>Outdoor learning</b></p>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>To know how to travel safely on rough ground.</li> <li>To know how to carry sticks and move logs safely.</li> <li>To be aware of those around them and maintain a safe distance, especially when moving equipment.</li> <li>To be able to understand how to store and move equipment safely.</li> </ul>		<p><b>Changes in seasons and environment</b></p> <p><i>Personal skills:</i></p> <ul style="list-style-type: none"> <li>To use their ideas to independently respond to the environment around them.</li> <li>To talk about why things, happen and how things work.</li> <li>To be able to use a range of tools safely to demonstrate their knowledge of outdoor learning</li> </ul>			<p><b>Being an Independent Outdoor Learner</b></p> <ul style="list-style-type: none"> <li>To know how to stay safe outdoors independently.</li> <li>To independently use, tidy away and discuss different tools and equipment.</li> <li>To know how to look after their environment.</li> <li>To describe the benefits of being outside.</li> </ul>		





### Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>To know the sensible clothing and protection they need when outside, i.e. waterproofs, coats, wellies, gloves.</li> <li>To understand that they need to wash their hands after touching anything outside and to not put anything close or in their mouths.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to communicate clearly in team games.</li> <li>To be aware of those around them and maintain a safe distance, especially when moving equipment.</li> <li>To be able to talk about how being outside is making them feel.</li> </ul> <p><i>Building skills:</i></p> <ul style="list-style-type: none"> <li>To build a safe tower out of sticks.</li> <li>To use material resources to create a piece of art.</li> <li>To move logs to create a track or space for animals.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to find mini-beasts and how to safely return them to their habitat.</li> <li>To build a collaborate masterpiece using a range of natural materials.</li> <li>To understand what a den is and begin to build a den with adult support.</li> </ul>
--	--	--	---

**Key Vocabulary** Fundamental vocabulary that children should know by the end of the year:

Outside, plant, tree, animals, natural, change, grow, food, live, life, tall, long, weather, season, winter, spring, autumn, summer, wind, rain, sun, cloud, water, air, rainbow, snow, soft, smooth, hard, round, straight, spikey, sharp, colour, pattern, same, different, material, healthy, unhealthy, sleep, diet, exercise, heart, body, move, spin, twist, bend, hot, cold, environment, safety, woods, pond, mini-beast, build, stick, log, waterproof, den, tools.

*This is not an extensive list of vocabulary and this can be added to based on the children and Teacher judgement. The reason for this is to prevent the narrowing of the curriculum for EYFS.*

	Autumn			Spring			Summer	
Year 1	Term 1 Down on the Farm	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking news!	Term 3b Chinese New Year	Term 4 It's all Magic!	Term 5 Climate Change!	Term 6 When I grow up!
Science days and weeks	End of term- Science day (Farmer's Day).	Last week of term 2a- Science day (everyday materials)		End of Jan- Science day (Healthiness)		March- National Science week	May- School themed Science Week	
Assessment expectations	Baseline Assessment		Year 1 Autumn Assessment tracker grid			Year 1 Spring Assessment tracker grid		Year 1 Summer Assessment tracker grid



Whole School Progression of Skills

Number of sessions using outdoors areas		1x per class		1x per class		1x per class	1x per class	
<b>Area of Science</b>	<p><b>Plants</b> Name up to 10 common plants and /or trees and name most plant/tree plants by selecting correct labels. Gather and record data. Relate parts of plants to food stuffs.</p> <p><b>Key vocabulary:</b> branches, bud, bulb, deciduous tree, evergreen tree, flowers, fruit, garden/flowering plants, leaves, petals, roots, seed, stem, trunk, wild plants, twig</p> <p><b>Local plants/flowers:</b> daffodils, poppies, dandelions, sunflowers, snowdrops, beans, carrots, tomatoes, strawberries, mint.</p> <p><b>Identify trees:</b> oak, ash, horse chestnut, sycamore, pine, conifer, holly.</p>	<p><b>Seasonal change</b> Name and identify general seasonal change. Identify general characteristics of the seasons. Describe the changing seasons with a number of indicators and relate the weather typically associated with each season across a year.</p> <p><b>Key Vocabulary</b> autumn, dark, day length, days, hours, light, months, moon, movement, shadow, spring, summer, sun, winter</p>	<p><b>Everyday materials</b> Identify up to 6 materials and describe some physical properties. Sort a range of materials into groups and make the distinction between the object and the material it is made from.</p> <p><b>Key vocabulary:</b> absorbent/not absorbent, bending, bendy/not bendy, gas, glass, hard/soft, liquid, metal, plastic, property, rock, rough/smooth, shiny/dull, solid, squashing, stretching, stretchy/stiff, twisting, water, waterproof/not waterproof, wood.</p>	<p><b>Animals, including humans</b> Identify most body parts by selecting correct labels to pictures. Identify why it is important to keep healthy.</p> <p><b>Key Vocabulary:</b> Body - head, neck, shoulders, arms, elbows, wrist, fingers, chest, abdomen, legs, thighs, knees, shins, feet, toes.</p> <p><b>Senses</b> - tongue-taste, nose-smell, ears hearing, eyes-sight, skin-touch.</p>		<p><b>Everyday materials</b> Identify the suitability of materials and why the properties are important. To understand what recycling is and its importance.</p> <p><b>Key vocabulary:</b> absorbent/not absorbent, bending, bendy/not bendy, gas, glass, hard/soft, liquid, metal, plastic, property, rock, rough/smooth, shiny/dull, solid, squashing, stretching, stretchy/stiff, twisting, water, waterproof/not waterproof, wood. opaque/see-through</p>	<p><b>Seasonal change</b> Associate the changing seasons with indicators to animal and plant behaviour. Discuss the temperature of the seasons. Explain how the daylight hours vary. Identify and understand what pollution is. Understand what energy is used for.</p> <p><b>Key Vocabulary</b> autumn, dark, day length, days, hours, light, months, moon, movement, shadow, spring, summer, sun, winter</p>	<p><b>Animals, including humans</b> Describe the characteristics of mammals, birds, fish, reptiles and amphibians.</p> <p><b>Key vocabulary:</b> <b>Food fish</b> (cod, trout, tuna) clownfish, shark; <b>fish:</b> goldfish, koi. <b>Amphibians:</b> frog, toad, newt. <b>Birds:</b> blackbird, robin, starling, sparrow, tit, pigeon, duck, penguin, ostrich, swan, chicken. <b>Mammals:</b> Humans, wild animals such as primates, (ape, gorilla, orangutan, chimpanzee) monkey, lion, tiger, elephant, zebra, giraffe etc. <b>Farm animals:</b> cow, horse, sheep, goat, donkey. <b>Pet animals:</b> cat, dog, hamster, mouse, guinea pig; <b>Woodland animals:</b> badger, fox, deer, squirrel</p>



### Whole School Progression of Skills

			opaque/see-through					<p><b>Carnivores</b>- meat eaters- tiger, wolf, orca, owl, eagle, hawk.</p> <p><b>Herbivores</b>-plant eaters- rabbit, zebra, sheep, horse, cow:</p> <p><b>Omnivores</b>-plant and meat eaters- Human, bear, badger, ape.</p>
Emerging	<p>I can name a limited number of plants with prompting.</p> <p>I can name some plant/tree parts with prompting.</p>	<p>I can identify general characteristics of the seasons.</p> <p>I can name the four seasons.</p>	<p>I can identify a limited number of materials with prompting.</p> <p>I can describe at least one physical property of a limited number of materials with prompting.</p> <p>I can group together similar materials.</p>	<p>I can identify body parts with prompting.</p> <p>I know the 5 senses.</p>		<p>I can say why a material has been used, linking to the properties.</p> <p>I can identify simple objects made of one material.</p>	<p>I can identify why there is changing seasons.</p> <p>I know what temperature is.</p>	<p>I can describe all common chordate animals as having an internal skeleton of bones covered by flesh with visible sense organs, eyes, ears, nose, tongue etc.</p>
Expected	<p>I can name up to 10 common plants and /or trees with little prompting</p> <p>I can name most plant/tree plants by selecting correct labels to pictures answering simple questions.</p>	<p>I can relate the weather typically associated with each season across a year.</p>	<p>I can identify up to 6 materials with prompting questions.</p> <p>I can describe some physical properties of some materials.</p> <p>I can sort a range of materials into groups with</p>	<p>I can identify most body parts by selecting correct labels to pictures etc.</p> <p>I can use the 5 senses correctly.</p> <p>I can identify how people stay healthy.</p>		<p>I can make the distinction between the object and the material it is made from.</p> <p>I can give reasons, using Scientific vocabulary, as to why a material is suitable.</p>	<p>I can describe the changing seasons with a number of indicators.</p> <p>I can link changing seasons to animal behaviour.</p> <p>I can give a numerical equivalence to the temperature of the seasons.</p>	<p>I can correctly describe mammals and birds as warm blooded covered with fur and feathers, and fish, reptiles and amphibians as cold blooded; fish as having scales, reptiles and amphibian as having rough or smooth skin.</p>



### Whole School Progression of Skills

			prompting questions.			I know what recycling is and can sort materials into groups.		
Exceeding <b>Use in conjunction with Assessment tracker grids</b>	I can name over 10 common plants/trees with confidence. I can gather and record data to help. I can name all common plants and trees written labelling of pictures and diagrams: asking simple questions. I can use my observations and ideas to relate parts of plants to food stuffs.	I can explain how the daylight hours vary between mid-winter and mid-summer.	I can identify over 6 materials with confidence and certainty. I can identify the physical properties of a wide range of materials with confidence and certainty, gathering and recording data to help in answering questions. I can sort a range of materials accurately and consistently into groups explaining their reasoning.	I can identify all body parts accurately drawing and pictures and/or diagrams associating the correct parts with one (or more) of the five senses. I can explain why 5 senses are important. I can explain why it is important to stay healthy and what people can do to stay healthy.		I can identify combination materials with confidence and certainty. I can explain what recycling is and why it is important. I can sort materials and objects into recycling groups and give reasons for my choices.	I can associate the changing seasons with a number of indicators to animal, plant behaviour, and give reasons as to why. I can give a numerical equivalence to the temperature of the seasons. e.g. using the rhyme "5, 10, 21-winter, spring and summer sun" and compare the temperatures in different environments.	I can use my observations to describe most mammals, reptiles and amphibian as having four limbs (arms and legs or flippers) and suggest examples of those that do not obviously show these.
<b>Outdoor Learning</b>	<b>Nature explorers</b> <ul style="list-style-type: none"> <li>To use natural materials to create artwork that they can talk about. (mud painting)</li> <li>To observe and describe how seeds and bulbs grow.</li> </ul>			<b>Independent builders</b> <ul style="list-style-type: none"> <li>To create a natural picture frame and discuss the properties of the natural materials that they have used (flexible or non-flexible)</li> <li>To weave using sticks and wool.</li> </ul>			<b>Looking after our environment and animals</b> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals from amphibians – mammals</li> <li>To work in a team to construct a bird's nest</li> </ul>	



### Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>To identify and name a variety of wild and garden plants.</li> <li>To describe the plant structure (including trees).</li> <li>To identify deciduous and evergreen trees.</li> <li>To name and identify some trees in our grounds by using a simple ID guide.</li> <li>To know simple compass directions.</li> <li>To create a simple map and directions.</li> <li>To use a range of scientific resources to explore their environment, i.e. magnifying glass, binoculars, compass, tweezers.</li> </ul>	<ul style="list-style-type: none"> <li>To tie a simple knot. (overhand knot and half hitch and cow hitch).</li> <li>To work in a team to build a shelter and animal home.</li> <li>To begin to describe how their structures work.</li> <li>To add moving parts to their constructions.</li> <li>To build model, dens and constructions for a purpose.</li> <li>To measure their constructions and discuss the tools and equipment they have used</li> </ul>	<ul style="list-style-type: none"> <li>To make a miniature shelter using natural materials.</li> <li>To know what humans and animals need to survive (water, food, air).</li> <li>To notice patterns in their environment.</li> <li>To discuss the weather and how it has an impact on the environment.</li> <li>To represent their findings using Mathematical skills and data.</li> <li>To look after the animals, plants and creatures in their environment.</li> </ul>
<p><b>Working Scientifically</b></p> <p><i>These statements link explicitly to the ideas for depth cards.</i></p>	<p><b>Asking Questions and Carrying Out Fair and Comparative Tests</b> Children can:</p> <ul style="list-style-type: none"> <li>explore the world around them, leading them to ask some simple scientific questions about how and why things happen.</li> <li>begin to recognise ways in which they might answer scientific questions.</li> <li>carry out simple practical tests, using simple equipment.</li> <li>experience different types of scientific enquiries, including practical activities.</li> </ul>		
	<p><b>Observing and Measuring Changes</b> Children can:</p> <ul style="list-style-type: none"> <li>observe the natural and humanly constructed world around them.</li> <li>observe changes over time. use simple measurements and equipment.</li> <li>make careful observations, sometimes using equipment to help them observe carefully.</li> </ul>	<p><b>Drawing Conclusions, Noticing Patterns and Presenting Findings</b> Children can:</p> <ul style="list-style-type: none"> <li>notice links between cause and effect with support.</li> <li>begin to notice patterns and relationships with support.</li> <li>begin to draw simple conclusions.</li> <li>identify and discuss differences between their results.</li> <li>use simple and scientific language.</li> <li>read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge.</li> </ul>	
	<p><b>Identifying, Classifying, Recording and Presenting Data</b> Children can:</p>		



### Whole School Progression of Skills

				<ul style="list-style-type: none"> <li>• use simple features to compare objects, materials and living things.</li> <li>• decide how to sort and classify objects into simple groups with some help.</li> <li>• record and communicate findings in a range of ways with support.</li> <li>• sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, tally charts and simple tables.</li> </ul>				
	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>	
<b>Year 2</b>	<b>Term 1 Down on the Farm</b>	<b>Term 2a Crash! Bang!</b>	<b>Term 2b Winter Wonderland</b>	<b>Term 3a Breaking news!</b>	<b>Term 3b Chinese New Year</b>	<b>Term 4 It's all Magic!</b>	<b>Term 5 Climate Change!</b>	<b>Term 6 When I grow up!</b>
<b>Science days and weeks</b>	End of term- Science day (Farmer's Day).	Last week of term 2a- Science day (everyday materials)		End of Jan- Science day (Healthiness)		March- National Science week	May- School themed Science Week	
<b>Assessment expectations</b>	Baseline Assessment		<b>Year 2 Autumn Assessment tracker grid</b>			<b>Year 2 Spring Assessment tracker grid</b>		<b>Year 2 Summer Assessment tracker grid</b>
<b>Num of sessions using outdoors</b>	<b>2x per class</b>		<b>2x per class</b>	<b>1x per class</b>			<b>1x per class at Joydens woods</b>	<b>1x per class</b>
<b>Area of Science</b>	<p><b>Plants</b> Draw and label diagrams to record their observations and record simple measurements of how seeds and bulbs grow. Discuss why the plants in different conditions grow differently.</p> <p><b>Key Vocabulary As per Year 1 plus, germination, insect pollination,</b></p>		<p><b>Uses of everyday materials</b> Identify objects which can be made from a number of different materials. Describe and record observations of how some objects are changed by</p>	<p><b>Animals, including humans</b> Draw and label a diagram of a simple food chain. Sort pictures of humans at key stages of development and can identify some changes in capabilities at the different stages. Discuss how to stay healthy, what we need to survive and</p>		<p><b>Uses of everyday materials</b> Identify and explore materials that is unsuitable to make objects and explain their properties in relation to their suitability. To understand why recycling is important and know how we can have an</p>		<p><b>Living things and their habitats</b> Identify and classify some things that are living, dead and have never been alive. Identify the animals and plants which live in a range of contrasting habitats and explain the features of the habitats which meet the needs of those animals and plants.</p>



### Whole School Progression of Skills

	<p>nutrients, pollination, seed dispersal, wind pollination.</p> <p><b>Identify trees:</b> oak, ash, horse chestnut, sycamore, fruit tree, spruce, pine, conifer, holly, blackberry, or hawthorn</p> <p><b>Refer to Year 2 Outdoor learning activities document</b></p>		<p>bending, twisting or stretching.</p> <p><b>Key Vocabulary As per Year 1 plus,</b> Characteristic classification, manmade, natural, properties.</p>	<p>what happens when we exercise.</p> <p><b>Key Vocabulary</b> Adult, baby, bacteria, balanced diet, carbohydrates, child, circulation, dairy, exercise, fats, fibre, fitness, food groups, germs, growth, healthy, heart rate, infection, life cycle, minerals, nutrition, protein, teenager, toddler, vitamins.</p>		<p>impact on the environment.</p> <p><b>Key Vocabulary As per Year 1 plus,</b> characteristics classification, manmade, natural, properties.</p>	<p><b>Key Vocabulary</b> adaptation, alive, carnivore, characteristics, conditions, consumer, dead, excrete, feed, food chain, grow, habitat, heat, herbivore, life processes, light, living/non-living, micro-habitat, move, ocean, omnivore, pond, producer, rainforest, reproduce, respire, respond to stimuli, seashore, sound, touch, woodland</p> <p><b>Refer to Year 2 Outdoor learning activities document</b></p>
<p><b>Emerging</b></p> <p><b>Use in conjunction with Assessment tracker grids</b></p>	<p>I can record my observations of how seeds and bulbs grow through drawings or photographs</p> <p><i>I can match simple labels to the correct stage of a plant's growth.</i></p> <p><i>I can observe and record through drawings or photographs how different conditions</i></p>		<p>I can identify that materials can be used to make a number of different things. I can describe how the shapes of some objects can be changed by squashing and know that some objects are too hard to be squashed by hand.</p>	<p>I can match some parents and offspring, including human babies and adults and animals where parents and offspring look similar.</p> <p>I can identify that animals need water, food and air for survival.</p> <p>I know that humans need exercise to keep healthy.</p>		<p>I can give suggestions as to why a material would be unsuitable for an object.</p> <p>I can explain what recycling is and why it is important.</p> <p>I can sort materials and objects into recycling groups</p>	<p>I can identify and classify some things that are living, dead and have never been alive and can identify one of the processes used to inform my sorting with prompting questions.</p> <p><i>I can match some animals and plants to their habitats and give some reasons for my matching with prompting questions.</i></p>





### Whole School Progression of Skills

	of water, light and temperature affect the growth and health of plants.			I can select from a range of foods some which make up a balanced meal. I know that I should wash my hands before eating.		and give reasons for my choices.		I can sort animals and plants into two contrasting habitats.
<b>Expected</b> <b>Use in conjunction with Assessment tracker grids</b>	I can draw and label diagrams to record their observations and record simple measurements of how seeds and bulbs grow. I can give simple explanations why the plants in different conditions grow differently.		I can identify three objects which can be made from a number of different materials. I can describe and record my observations of how some objects are changed by bending, twisting or stretching. I know that the properties of some objects mean that they cannot be bent, twisted, or stretched by hand.	I can match a wider range of parents and offspring, including examples where parents and offspring look dissimilar. I can sort pictures of humans at key stages of development and can identify some changes in capabilities at the different stages. I can give a suggestion as to the health implications of lack of food, water or air. I know that my heart pumps faster when I exercise and that I can feel this as a pulse. I can identify the main food groups and can plan my own balanced meal.		I can give examples of other materials that are unsuitable to make those objects and are able to say why they are unsuitable in terms of their properties. I can explain what recycling is and why it is important. I can explore how we are affecting the environment and suggest ways to improve this.		I can identify and classify some things that are living, dead and have never been alive and can identify two or three of the processes used to inform my sorting with prompting questions. I can match a range of animals and plants to the most suitable habitats and give reasons for my matching with prompting questions. I can identify the animals and plants which live in two contrasting habitats.





### Whole School Progression of Skills

				I can explain why I should wash my hands.				
<b>Exceeding</b>	I can take and record using standard measures to show my understanding of how seeds and bulbs grow. I can explain the lifecycle of a plant I have studied, including the replanting of harvested seeds to grow a new plant. I can predict, test, and record, through drawings or photographs, and talk about my observations to show an understanding of the conditions that plants need to grow and stay healthy. I can use my understanding from this investigation to make predictions about what will happen when a different type of plant is studied through different conditions.		I can give more than three examples to show my understanding that a range of materials can be used to make many different objects, clearly explaining the relationship between the properties of the materials and the function of the objects in scientific terms.	I can draw and label diagrams of food chains using appropriate scientific vocabulary for a human meal and at least two carnivorous animals. I can demonstrate awareness of the lifecycles of a wider range of animals. I can describe why humans eat different types and amounts of food at different stages of development. I can identify how exercise impacts the body in relation to heart and circulation of blood and oxygen. I can explain the consequences of not eating a balanced diet and can name all of the main food groups and their role. I know that germs can make humans unwell and can identify how the		I can invent a new material which has a number of useful properties. I can relate my knowledge of the properties of objects to their functions. I can describe and explain why a material would not be suitable for specific objects and use scientific vocabulary to give reasons. I can explain what recycling is and why it is important, using scientific vocabulary. I can explore how we are affecting the environment and suggest ways to improve this, giving reasons for my choices.		I can sort things that are living, dead and have never been alive accurately and consistently into groups explaining their reasoning by referring to more than three of the processes used to inform my sorting. I can explain the relationship between animals and plants living in habitats, giving examples from more than two contrasting habitats. I can identify the animals and plants which live in a range of contrasting habitats and explain the features of the habitats which meet the needs of those animals and plants.



### Whole School Progression of Skills

			spread of germs can be reduced.			
<b>Outdoor learning</b>  <b>Focus on den building and constructing Survival skills</b>	<b>Outdoor explorers</b> <ul style="list-style-type: none"> <li>To know that soils are made from rocks and organic matter.</li> <li>To name some common garden birds and talk about their features.</li> <li>To name the common trees in our grounds- using a tree identification chart</li> <li>To talk about how to encourage wildlife into an area.</li> <li>To match tracks and other signs to animals.</li> </ul> <b>Refer to Year 2 Outdoor learning activities document</b>	<b>Confident constructors</b> <ul style="list-style-type: none"> <li>To carry out fieldwork – classifying and surveying animals and their habitats.</li> <li>To make constructions for different purposes: e.g. rafts; animal bridges; stick towers; outdoor orchestra; sundials; water traps.</li> <li>To tie suitable knots for different purposes (shelter hitches and knots).</li> <li>To build a waterproof shelter using tarpaulins.</li> <li>To group materials according to their own criteria.</li> </ul> <b>Refer to Year 2 Outdoor learning activities document</b>	<b>Survival skills</b> <ul style="list-style-type: none"> <li>To explain what humans and animals need to survive.</li> <li>To work with others to research and obtain survival essentials.</li> <li>To find and identify safe wild food.</li> <li>To understand the rules for safe foraging.</li> <li>To collect, store and purify water.</li> <li>To build a waterproof humpy (shelter) and set up a camp independently.</li> </ul> <b>Refer to Year 2 Outdoor learning activities document</b>			
<b>Working Scientifically</b>  <b>These statements link explicitly to the ideas for depth cards.</b>	<b>Asking Questions and Carrying Out Fair and Comparative Tests</b> Children can: <ul style="list-style-type: none"> <li>explore the world around them, leading them to ask simple scientific questions about how and why things happen, using key scientific vocabulary;</li> <li>recognise ways in which they might answer scientific questions;</li> <li>ask people questions and use simple secondary sources to find answers;</li> <li>carry out simple practical tests, using simple equipment;</li> <li>experience different types of scientific enquiries, including practical activities;</li> <li>talk about the aim of scientific tests they are working on;</li> <li>with support, start to recognise a fair test.</li> </ul>					
	<b>Observing and Measuring Changes</b> Children can: <ul style="list-style-type: none"> <li>observe the natural and humanly constructed world around them;</li> <li>observe changes over time;</li> <li>use simple measurements and equipment;</li> <li>make careful observations, choosing and using appropriate equipment to help them observe carefully.</li> </ul>	<b>Identifying, Classifying, Recording and Presenting Data</b> Children can: <ul style="list-style-type: none"> <li>use simple features to compare objects, materials and living things;</li> <li>decide how to sort and classify objects into groups, giving scientific reasoning as to why;</li> </ul>	<b>Drawing Conclusions, Noticing Patterns and Presenting Findings</b> Children can: <ul style="list-style-type: none"> <li>notice links between cause and effect;</li> <li>notice patterns and relationships;</li> <li>begin to draw simple conclusions;</li> <li>identify and discuss differences between their results;</li> </ul>			



### Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>record and communicate findings in a range of ways;</li> <li>sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.</li> </ul>	<ul style="list-style-type: none"> <li>use simple and scientific language and understanding the meaning of this vocabulary;</li> <li>read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; talk about their findings to a variety of audiences in a variety of ways.</li> </ul>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3 Area of Science</b>	<b>Forces and magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows changes.</li> </ul> <b>Rocks</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>Know that plants make their own food.</li> </ul>
<b>Year 3</b>	<b>Asking Questions and Carrying Out Fair and Comparative Tests</b> Children can:		



## Whole School Progression of Skills

<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• start to raise their own relevant questions about the world around them in response to a range of scientific experiences;</li> <li>• start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;</li> <li>• recognise when a fair test is necessary;</li> <li>• help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used;</li> <li>• set up and carry out simple comparative and fair tests.</li> </ul>		
	<p><b>Observing and Measuring Changes</b> Children can:</p> <ul style="list-style-type: none"> <li>• make systematic and careful observations;</li> <li>• observe changes over time;</li> <li>• use a range of equipment, including thermometers and data loggers;</li> <li>• ask their own questions about what they observe;</li> <li>• where appropriate, take accurate measurements using standard units using a range of equipment.</li> </ul>	<p><b>Identifying, Classifying, Recording and Presenting Data</b> Children can:</p> <ul style="list-style-type: none"> <li>• talk about criteria for grouping, sorting and classifying;</li> <li>• group and classify things;</li> <li>• collect data from their own observations and measurements;</li> <li>• present data in a variety of ways to help in answering questions;</li> <li>• use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge;</li> <li>• record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul>	<p><b>Drawing Conclusions, Noticing Patterns and Presenting Findings</b> Children can:</p> <ul style="list-style-type: none"> <li>• draw simple conclusions from their results;</li> <li>• make predictions;</li> <li>• suggest improvements to investigations;</li> <li>• raise further questions which could be investigated;</li> <li>• first talk about, and then go on to write about, what they have found out;</li> <li>• report and present their results and conclusions to others in written and oral forms with increasing confidence.</li> </ul> <p><b>Using Scientific Evidence and Secondary Sources of Information</b> Children can:</p> <ul style="list-style-type: none"> <li>• make links between their own science results and other scientific evidence;</li> <li>• use straightforward scientific evidence to answer questions or support their findings;</li> <li>• identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> </ul>



### Whole School Progression of Skills

	Autumn	Spring	Summer
<b>Year 6</b> <b>Area of Science</b>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</li> <li>Learn how to represent a simple circuit in a diagram using recognised symbols.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>Work scientifically by deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</li> <li>Look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they</li> </ul>	<p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Be introduced to the idea that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.</li> <li>Appreciate that variation in offspring over time can make animals able to survive in particular environments, for example, by exploring how giraffes' necks got longer.</li> <li>Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</li> </ul>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Explore questions to understand how the circulatory system enables the body to function.</li> <li>Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</li> <li>Explore the work of scientists.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Know that broad groupings, such as micro-organisms, plants and animals can be subdivided.</li> <li>Should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms)</li> </ul>



### Whole School Progression of Skills

	<p>do not need to explain why these phenomena occur).</p>		<p>and vertebrates (fish, amphibians, reptiles, birds and mammals).</p> <ul style="list-style-type: none"> <li>Find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</li> </ul>
<p><b>Year 6 Working Scientifically</b></p>	<p><b>Asking Questions and Carrying Out Fair and Comparative Tests</b> Children can:</p> <ul style="list-style-type: none"> <li>with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;</li> <li>with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;</li> <li>explore and talk about their ideas, raising different kinds of scientific questions;</li> <li>ask their own questions about scientific phenomena;</li> <li>select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;</li> <li>make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;</li> <li>plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;</li> <li>use their test results to identify when further tests and observations may be needed;</li> <li>use test results to make predictions for further tests.</li> </ul>		
	<p><b>Observing and Measuring Changes</b> Children can:</p> <ul style="list-style-type: none"> <li>choose the most appropriate equipment to make measurements and explain how to use it accurately;</li> <li>take measurements using a range of scientific equipment with increasing accuracy and precision;</li> <li>take repeat readings when appropriate;</li> <li>understand why we take an average in repeat readings.</li> </ul> <p><b>Identifying, Classifying, Recording and Presenting Data</b> Children can:</p> <ul style="list-style-type: none"> <li>independently group, classify and describe living things and materials;</li> <li>use and develop keys and other information records to identify, classify and describe living things and materials;</li> </ul>	<p><b>Drawing Conclusions, Noticing Patterns and Presenting Findings</b> Children can:</p> <ul style="list-style-type: none"> <li>notice patterns;</li> <li>draw conclusions based in their data and observations;</li> <li>use their scientific knowledge and understanding to explain their findings;</li> <li>read, spell and pronounce scientific vocabulary correctly;</li> <li>identify patterns that might be found in the natural environment;</li> <li>look for different causal relationships in their data;</li> <li>discuss the degree of trust they can have in a set of results;</li> <li>independently report and present their conclusions to others in oral and written forms.</li> </ul>	<p><b>Using Scientific Evidence and Secondary Sources of Information</b> Children can:</p> <ul style="list-style-type: none"> <li>use primary and secondary sources evidence to justify ideas;</li> <li>identify evidence that refutes or supports their ideas;</li> <li>recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact;</li> <li>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; talk about how scientific ideas have developed over time.</li> </ul>



### Whole School Progression of Skills

	<ul style="list-style-type: none"><li>• decide how to record data from a choice of familiar approaches;</li><li>• record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.</li></ul>		
--	---	--	--





Whole School Progression of Skills

# Geography

Reception	Autumn			Spring			Summer		
	Term 1 Down on the Farm (Geography focus)	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking News	Term 3b Chinese New Year	Term 4 It's all Magic! (Geography focus)	Term 5 Climate Change (Geography focus)	Term 6 When I grow up...	
<p><b>Understanding the World:</b> People and Communities  (30-50 months) (40-60 months) (ELG)</p>	<p>To show interest in different occupations and ways of life. Link to Term 1 – children to spend time looking at the occupation of a farmer, nurse, doctor builder etc. linked to the topic. Children begin understanding how jobs differ and what these entail.</p> <p>o Talk about past and present events in their own lives and in the lives of family members. Link to Term 1– discussions about being on a farm, the animals they might see, the noises they might make or plants they would see growing and different times of the year.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions. Link to Term 1 – Begin making comparisons between their own lives and a farmers/Handa's/the animals on the farm.</p>			<p>Shows interest in different occupations and ways of life.</p> <p>o Talk about past and present events in their own lives and in the lives of family members.  Link to Term 4 - Jack and the Beanstalk - discussion about being on a market (buying/selling).</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions. Link to Term 4- making comparison between their own lives and Jack's life.</p>			<p>Shows interest in different occupations and ways of life.</p> <p>o Talk about past and present events in their own lives and in the lives of family members.  Link to Term 5- book 'Dear Greenpeace'- recycling and looking after the environment.-</p> <p>To know about similarities and differences between themselves and others, and</p>		





### Whole School Progression of Skills

	<p>Link to Term 2 - Begin making comparisons between their own lives and penguins life.</p>			<p>among families, communities and traditions. Link to Term 5 book 'Tidy'- making comparison between their own lives and animals in the forest.</p>	
<p><b>Understanding the World: The World</b>  (30-50 months) (40-60 months) (ELG)</p>	<p>comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Link to whole school overview - begin asking questions about things they could find on a farm.</p> <p>Talk about some of the things they have observed, such as plants, animals, natural and found objects. Link to whole school overview - simple discussion about things they might see on a farm.</p> <p>To talk about why things happen and how things work. Link to whole school overview - looking at different tools and how they work.</p>		<p>comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Link to whole school overview - discussion about their familiar places such as market link to topic fiction books</p> <p>talk about some of the things they have observed, such as plants, animals, natural and found objects. Link to whole school overview - link to fiction books, discussion about things they have seen in the stories.</p> <p>To look closely at similarities, differences, patterns and change. Link to whole school overview - compare places , growing things, link to topic - fiction books</p>	<p>To show care and concern for living things and the environment. Link to whole school overview - looking after/destroying natural environments They talk about the features of their own immediate environment and how environments might vary from one another. Link to whole school overview - Term 5- fiction and non-fiction</p>	



### Whole School Progression of Skills

	<p>To show care and concern for living things and the environment.  <a href="#">Link to whole school overview - discussion about how to look after animals and the environment.</a></p> <p>To develop an understanding of growth, decay and changes over time.  <a href="#">Link to Term 2</a></p>			<p>books about different environments.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.  <a href="#">Link to whole school overview - link to the book 'Tidy' -How the animal's lives changed in the book?</a></p>	
--	--	--	--	---	--

	Autumn			Spring			Summer	
Year 1	<b>Term 1</b> Down on the Farm (Geography focus) <i>The Enormous Turnip Handa's Surprise</i>	<b>Term 2a</b> Crash! Bang!	<b>Term 2b</b> Winter Wonderland	<b>Term 3a</b> Breaking News	<b>Term 3b</b> Chinese New Year	<b>Term 4</b> It's all Magic! (Geography focus) <i>Key Story: Room on the broom Traditional Tales</i>	<b>Term 5</b> Climate Change (Geography focus) <i>Key story: Snail and the whale</i>	<b>Term 6</b> When I grow up...
Area of Geography	<u>Locational and Place Knowledge</u> Understand that a world map	<u>Locational and Place Knowledge</u> Identify the UK. <a href="#">Link to whole</a>			<u>Locational and Place Knowledge</u> Understand the geographical	<u>Fieldwork</u> Use simple fieldwork and observational skills to study the	<u>Human and Physical Geography</u> To identify the daily and	



## Whole School Progression of Skills

	<p>shows all the countries in the world. <a href="#">Link to whole school overview - children to explore a range of maps locally and globally.</a></p> <p>Identify the UK and the countries where members of the class come from. <a href="#">Link to whole school overview - explore the world map and a globe</a></p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. <a href="#">Link to whole school overview - study the world map</a></p> <p>To know the four compass points NSEW. <a href="#">Link to whole school overview</a></p>	<p><a href="#">school overview - link to The Gunpowder Plot</a></p> <p>To know the four compass points NSEW. <a href="#">Link to whole school overview - link to map of the UK</a></p> <p><b>Vocabulary:</b> maps, globe, compass directions (North, South, East and West) United Kingdom, England, world map, continent, ocean, sea</p>			<p>similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <a href="#">Link to whole school overview - beginning to compare a small area in China (Chinese New Year) and Bexley</a></p> <p><b>Vocabulary:</b> map, locate, place, environment, people, differences, geographical question</p> <p>To describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at</p>	<p>geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations. <a href="#">Link to whole school overview - link to the woodland in 'Room on the Broom'</a></p> <p><b>Vocabulary:</b> map, aerial map, human features (school, church, park, shops), physical features, environment, record, journey, data collection, sketches</p> <p><b><u>Human and Physical Geography</u></b> Identify the human and physical features</p>	<p>seasonal weather patterns in the UK. <a href="#">Link to whole school overview - link to the seaside (Snail and the whale)</a></p> <p>To describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied). <a href="#">Link to whole school overview - look at the forecast/weather: seaside, Bexley and London</a></p> <p><b>Vocabulary:</b> season, weather, temperature, rain, wind, sunshine</p>	
--	---	--	--	--	--	---	---	--



### Whole School Progression of Skills

<p>- like to the world map</p> <p><b>Vocabulary:</b> maps, globe, compass directions (North, South, East and West) United Kingdom, England, world map, continent, ocean, sea</p> <p><b>Locational and Place Knowledge</b> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Africa). <a href="#">Link to whole school overview</a> - link to Handa's Surprise</p> <p><b>Vocabulary:</b> map, locate, place,</p>				<p>another place I have studied). <a href="#">Link to whole school overview</a> - look at the weather in England and China and to begin to make a comparison</p>	<p>of the two localities studied.</p> <p><a href="#">Link to whole school overview</a> - link to the traditional tales</p> <p><b>Vocabulary:</b> location, similarities, differences</p> <p><u><a href="#">vocab to refer to key physical features</a></u> beach, coast, forest, mountain, sea, river, season, weather.</p> <p><u><a href="#">vocab to refer to key human features</a></u>, city, town, village, factory, farm, house and shop</p>		
---	--	--	--	--	--	--	--



## Whole School Progression of Skills

	environment, people, differences, geographical question						
--	---	--	--	--	--	--	--

Year 2	Autumn			Spring			Summer	
	Term 1 Down on the Farm <span style="color: red;">(Geography focus)</span>	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking News	Term 3b Chinese New Year	Term 4 It's all Magic! <span style="color: red;">(Geography focus)</span>	Term 5 Climate Change <span style="color: red;">(Geography focus)</span>	Term 6 When I grow up...
<b>Area of Geography</b>	<p><b><u>Human and Physical Geography</u></b> To identify the human and physical features of the two localities studied. <a href="#">Link to whole school overview - compare farm and town</a></p> <p><b><u>Vocabulary:</u></b> compare, similarities, differences Vocabulary to refer to <b>physical features:</b> beach, cliff, coast, forest, hill, mountain, sea,</p>	<p><b><u>Locational and Place Knowledge</u></b> Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. (<a href="#">focus London</a>) <a href="#">Link to whole school overview - link to The Gunpowder Plot</a></p>			<p><b><u>Locational and Place Knowledge</u></b> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (China) <a href="#">Link to whole school overview - compare a small area in China to Bexley</a></p> <p><b><u>Vocabulary:</u></b></p>	<p><i>Hansel and Gretel</i> <b><u>Fieldwork</u></b> Fieldwork to develop knowledge and understanding of the school and local area. <a href="#">Link to whole school overview - link to the woodland in Hansel and Gretel (draw a map)</a></p> <p><b><u>Vocabulary:</u></b> maps, aerial photographs, compass, directions, (North, South, East and West),</p>	<p><i>The Kapok Tree</i> <b><u>Human and Physical Geography</u></b>  To identify hot &amp; cold areas of the world (using globes and atlases) in relation to the Equator &amp; North &amp; South Poles. <a href="#">Link to whole school overview - identify and compare Amazon and Arctic</a></p> <p><b><u>Vocabulary:</u></b> maps, globe, locate, identify, predict, the</p>	



## Whole School Progression of Skills

	<p>ocean, river, soil, valley, vegetation, season and weather</p> <p>Vocabulary to refer to <b>human features</b>: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b><u>Locational and Place Knowledge</u></b> Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. <a href="#">Link to whole school overview - explore maps globally</a></p> <p><b>Vocabulary:</b> maps, globe, country, population United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast,</p>				<p>compare, China, country, population, weather, similarities, differences, farming, culture</p>	<p>map symbols, map key</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, shops.</p> <p><a href="#">Link to whole school overview - link to Joydens woodland, study map locally</a></p> <p><b><u>Vocabulary:</u></b> plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, sketches, world</p>	<p>Equator, the North and South Pole, Arctic</p> <p><b><u>Human and Physical Geography</u></b> <i>(The lighthouse keeper's lunch) seaside</i></p> <p>To identify the human and physical features of the two localities studied. <a href="#">Link to whole school overview - compare features of seaside and woodland</a></p> <p><b><u>Vocabulary:</u></b> compare, similarities, differences Vocabulary to refer to <b>physical features</b>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	
--	---	--	--	--	--	---	--	--



### Whole School Progression of Skills

	Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica					map, country, human, physical features	Vocabulary to refer to <b>human features</b> : city, town, village, factory, farm, house, office, port, harbour and shop	
--	---	--	--	--	--	--	--	--



Whole School Progression of Skills

# History

Reception	Autumn			Spring			Summer	
	Term 1 Down on the Farm	Term 2a Crash! Bang! (History focus)	Term 2b Winter Wonderland (History focus) <b>History week</b> - week 1 'Old & New Toys'	Term 3a Breaking News (History focus)	Term 3b Chinese New Year (History focus)	Term 4 It's all Magic!	Term 5 Climate Change	Term 6 When I grow up... (History focus)
<p><b>Understanding the World: People and Communities</b></p> <p>(30-50 months) (40-60 months) (ELG)</p>		<p>To remember and talk about significant events in their own experiences (Link to family experiences, firework parties).</p> <p>To show interest in different occupations and ways of life. (Link to firefighters/fire)</p> <p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>	<p>To show interest in the lives of people who are familiar to them. (Link to the Jolly Christmas Postman)</p> <p>To recognise and describe special times or events for family or friends. (Link to Christmas, family celebrations, events - The Nutcracker)</p>	<p>To look closely at similarities, differences, patterns and change:</p> <p>For term 3a - chn to compare famous explorers: Neil Armstrong and Amelia Earhart (- what was important to them at the time? Why were they exploring? How has travel and technology changed?)</p> <p>For term 3b - chn to compare how the Chinese new year celebrations have changed over time.</p>			<p>To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions (both above link to baby photos of the child and their grown ups)</p>	
<p><b>Understanding the World: The World</b></p>		<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>		<p>To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. (link to explorers and how aeroplanes have changed/work)</p>			<p>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate</p>	





## Whole School Progression of Skills

							<p>environment and how environments might vary from one another.</p> <p>To develop an understanding of growth, decay and changes over time (Link loosely to baby photos - Timeline of how a human grows and changes)</p>
--	--	--	--	--	--	--	--

### Key Vocabulary

To be covered over the year:

Guy Fawkes king James I gunpowder plot past event changes  
 war soldiers country world poppies remembrance  
 London city England king Charles II Samuel Pepys diary fire brigade  
 explorers famous Earth aeroplane boat ship rocket travel adventure journey Amelia Earhart Neil Armstrong  
 same similar different differences old older oldest new newer newest timeline order



## Whole School Progression of Skills

Year 1	Autumn			Spring			Summer	
	Term 1 Down on the Farm	Term 2a Crash! Bang! (History focus)	Term 2b Winter Wonderland (History focus) History week - week 1 'Old & New Toys'	Term 3a Breaking News (History focus)	Term 3b Chinese New Year (History focus)	Term 4 It's all Magic!	Term 5 Climate Change	Term 6 When I grow up... (History focus)
<b>Area of History</b>		<p><b>Historical investigation</b> Find answers to simple questions about the past from sources of information e.g. artefacts (Link to Fire of London - look at photos showing how the fire engines have changed and how houses were built differently following this event.)</p> <p><b>Key vocabulary:</b> artefact, fire brigade, compare, house, buildings, changed, materials, wood, brick, safety</p> <p><b>Chronological understanding</b> Sequence events in their life (Link to fire</p>	<p><b>Historical Interpretation</b> History week - Compare adults talking about the past (compare old and new toys)</p> <p><b>Key vocabulary:</b> old, new, past, present, future, century, memory</p> <p><b>Historical investigation</b> Find answers to simple questions about the past from sources of information - (Link to history week - comparing old and new toys)</p> <p><b>Key vocabulary:</b> old, older, oldest, new, newer, newest, past, present, future, century, memory, remembers, toys,</p>	<p><b>Historical Interpretation</b> Use stories to encourage children to distinguish between fact and fiction (Link to topic - fiction and non-fiction books about Florence Nightingale)</p> <p><b>Key vocabulary:</b> Florence Nightingale, lamp, female, famous, important, nurse, doctor, hospital, medicine, war</p> <p><b>Chronological understanding</b> Sequence 3 or 4 artefacts from distinctly different periods of time (Link to Florence Nightingale - look at different nursing</p>	<p><b>Chronological understanding</b> Sequence 3 or 4 artefacts from distinctly different periods of time (Link to Chinese New Year - compare how it has changed from then to now)</p> <p><b>Key vocabulary:</b> China, tradition, festival, celebration</p> <p><b>Presenting, organising and communicating</b> Children should use drama and role-play more purposefully to show their greater understanding. Children should make models and begin to write in</p>			<p><b>Historical Interpretation</b> Compare adults talking about the past – how reliable are their memories? (link to topic on growing up - compare childhoods?)</p> <p><b>Key vocabulary:</b> past, decade, history, events, timeline, changes</p> <p><b>Chronological understanding</b> Match objects to people of different ages (Link to topic - what objects would a baby, child, teenager and adult have/use? Could you compare these from people from another era?)</p> <p><b>Key vocabulary:</b> human, life cycle, live, growing, changing, developing, baby, child, adult, past, present, future, era, century, decade.</p> <p><b>Knowledge and understanding of events,</b></p>



### Whole School Progression of Skills

	<p>of london - order the events of the fire. Use a timeline to chronologically order their life so far.)</p> <p>Vocab: September, 1666, London, fire, fire brigade, fire hook, leather bucket, key events, began, ended, baker, Pudding Lane, Thomas Farrinor, King Charles II, Samuel Pepys, Christopher Wren, diary, destroyed, memorial, chronological order, timeline</p> <p>Link to Guy Fawkes and bonfire night: Vocab: Guy Fawkes, plot, paliement, past, event, change.</p> <p><b>Presenting, organising and communicating</b> Children are able to use discussions and be able to draw pictures to show their understanding.</p>	<p>materials, wood, plastic, simple mechanical, inventions</p> <p><b>Presenting, organising and communicating</b> Children are able to use discussions and be able to draw pictures to show their understanding. Extending their understanding by using key vocabulary verbally and beginning to add labels to their drawings.</p>	<p>equipment - compare how it has changed from then to now)</p> <p><b>Key vocabulary:</b> Florence Nightingale, lamp, female, famous, important, nurse, doctor, hospital, medicine, war, compare, artefacts</p> <p><b>Presenting, organising and communicating</b> Children should be able to verbally explain their understanding using more key vocabulary and full sentences. Children should be able to ask questions and use their skills to find/research the answers. Children should begin to use drama and role-play to express their understanding of key concepts.</p>	<p>full sentences their understanding and interpretation of key history concepts. Children should now use ICT to research and explore historical concepts.</p>		<p><b>people and changes in the past</b> Begin to describe similarities and differences in artefacts– why people did things in the past use a range of sources to find out characteristic features of the past</p> <p><b>Key vocabulary:</b> artefacts, compare, describe, similar, same, difference, different</p> <p><b>Presenting, organising and communicating</b> <b>Communicate chn's knowledge through:</b> Children should be able to give reasons, using key historical vocabulary to verbally express their understanding and explanations. Children should be writing in more detail and explaining their reasons.</p>
--	---	--	---	--	--	---



## Whole School Progression of Skills

Year 2	Autumn			Spring			Summer	
	Term 1 Down on the Farm	Term 2a Crash! Bang! (History focus)	Term 2b Winter Wonderland (History focus) <b>History week</b> - week 1 'Old & New Toys'	Term 3a Breaking News (History focus)	Term 3b Chinese New Year (History focus)	Term 4 It's all Magic!	Term 5 Climate Change (History link - Kapok tree/Aztec)	Term 6 When I grow up... (History focus)
Area of history		<p><b>Historical Interpretation</b> Compare pictures or photographs of people or events in the past able to identify different ways to represent the past</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Term 2a - Link to Guy Fawkes - Learn about the events which happened. Look at whether the key events of the gunpowder plot would have been</p>	<p><b>Historical Interpretation</b> Compare pictures or photographs of people or events in the past able to identify different ways to represent the past</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Term 2b - Link to History Week 'Old and New Toys' - Looking, discussing and comparing photos and replicas of old and new toys. Learn about the history of the teddy bear and how they have changed over time. Look at pictures/evidence from the Victorian era and</p>	<p><b>Chronological understanding</b> Sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives</p> <p>Link both above to Florence Nightingale and Mary Seacole - Look at their lives - compare the 2 nurses. - Conclude by comparing to modern nurses and the history of British healthcare</p>	<p><b>Historical investigation</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Link to Chinese New Year - look at images to compare how the celebrations have changed over the years. Find out what is the history of the celebration.</p> <p><b>Key vocabulary:</b> China, Chinese, celebration, lantern, festival, tradition, fortune,</p>		<p><b>Historical investigation</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>(Link loosely to the Aztecs when reading The Great Kapok Tree. Compare how the Amazon rainforest would have looked compared to modern times with deforestation)</p>	<p><b>Knowledge and understanding of events, people and changes in the past</b> Identify differences between ways of life at different times (Link to topic - What did their grandparents and parents want to do for a job? How is school/life different to that of their grandparents or even earlier (link back to Victorian era - Have a Victorian day in school))</p> <p><b>Key vocabulary:</b> past, decade, history, events, timeline, changes, artefacts, compare, describe, similar, same, difference, different</p>



### Whole School Progression of Skills

		<p>different today (why/how?). Look at British kings and queens from King Charles to Queen Elizabeth II</p> <p><b>Key vocabulary:</b> Guy Fawkes, Robert Catesby, gunpowder plot, London, member, conspirators, Houses of Parliament, government, King James I, Protestant, Catholic, letter, treason, 5th November, 1605, Tower of London, bonfire night.</p> <p>Link to Remembrance Day - Look at how the army has changed (recruitment, female soldiers), why we use poppies, brief history of WWII</p> <p><b>Key vocabulary:</b> war, world, countries, army, soldiers, poppies, remembrance</p>	<p>compare children's toys to modern toys.</p> <p><b>Key vocabulary:</b> old, older, oldest, new, newer, newest, past, present, modern, 21st century, 19th century, Victorian, factory, materials, plastic, popular, simple mechanical, inventions, generation.</p> <p><b>Presenting, organising and communicating</b> Children are able to communicate their knowledge through discussion, drawing pictures and labelling and understanding historical vocabulary.</p>	<p><b>Key vocabulary:</b> Florence Nightingale, soldier, hospital, lamp, Red Cross, medal, Turkey, Scutari, Crimean War, cleaning, charity, injured, 'Lady of the Lamp'. Mary Seacole, Jamaica, Kingston, nurse, ships, travelled, hotel, soldiers, England, Crimean War, medals</p> <p><b>Presenting, organising and communicating</b> Children can communicate their knowledge by using drama/role play, making models, writing, class display/ museum and annotated photographs. Children are also able to use ICT and understand</p>	<p>calendar, emperor</p> <p><b>Presenting, organising and communicating</b> Children can communicate their knowledge by using drama/role play, making models, writing, class display/ museum and annotated photographs. Children are also able to use ICT and understand historical vocabulary</p>	<p><b>Key vocab:</b> Aztecs, civilisation, city, power, invasion, collapse, comparison</p>	<p><b>Presenting, organising and communicating</b> <b>Children are able to communicate their knowledge by asking and answering questions.</b> Using drama/role play. Making models and writing in detail with reasons/evidence shown. Using annotated photographs, ICT and a range of resources and artefacts to gather evidence. Children can use and understand historical vocabulary.</p>
--	--	--	---	--	--	--	--



### Whole School Progression of Skills

		<b>Presenting, organising and communicating</b> Children are able to communicate their knowledge through discussion, drawing pictures and labelling and understanding historical vocabulary.		historical vocabulary				
--	--	---	--	-----------------------	--	--	--	--

**Key vocabulary that must be covered by the end of Key Stage 1:**

Chronological, Britain, ancient civilisations, parliament, government, military, decade, century, order, similar, different, opinion, artefact, era/period

**Questioning words to use:**

What...? When...? Where...? Why....? How....?



Whole School Progression of Skills  
**PSHE (Jigsaw)**

	Autumn 1 Autumn 2 = RE Focus	Spring 1	Spring 2	Summer 1	Summer 2 3 weeks	Summer 2 <sup>SEP</sup> 4 weeks
	Being me in my world	Healthy Me	Celebrating Difference	Relationships	Dreams and Goals	Changing Me
<b>EYFS</b>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Self-identity</li> <li>- Understanding feelings</li> <li>- Being in a classroom</li> <li>- Being gentle</li> <li>- Rights and responsibilities for a child in Reception in line with the school's values</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Exercising bodies</li> <li>- Physical activity</li> <li>- Healthy food</li> <li>- Sleep</li> <li>- Keeping clean</li> <li>- Safety (including Online)</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Identifying talents</li> <li>- Being special</li> <li>- Families</li> <li>- Where we live</li> <li>- Making friends</li> <li>- Standing up for yourself</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Family life</li> <li>- Friendships</li> <li>- Breaking friendships</li> <li>- Falling out</li> <li>- Dealing with bullying</li> <li>- Being a good friend</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Challenges</li> <li>- Not giving up(resilience)</li> <li>- Goal-setting</li> <li>- Overcoming obstacles</li> <li>- Seeking help</li> <li>- Jobs</li> <li>- Achieving goals</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Bodies</li> <li>- Respecting my body, growing up and growth and change (at an age appropriate level in line with RSE policy guidance)</li> <li>- Fun and fears</li> <li>- Celebrations</li> </ul>
<b>Year 1</b>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Feeling special and safe</li> <li>- Being part of a class</li> <li>- Rights and responsibilities for a child in Year 1 in line with the school's values</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Keeping myself healthy</li> <li>- Healthier lifestyle choices</li> <li>- Keeping clean</li> <li>- Being safe (including online)</li> </ul>	<p>To demonstrate an understanding and be able to discuss:</p> <ul style="list-style-type: none"> <li>- Similarities and differences</li> <li>- Understanding bullying and knowing how to deal with it</li> <li>- Making new friends</li> <li>- Celebrating the differences in everyone</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Belonging to a family</li> <li>- Making friends/being a good friend</li> <li>- Physical contact preferences (at an age appropriate level in line with RSE policy guidance)</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Setting goals</li> <li>- Identifying successes and achievements</li> <li>- Learning styles</li> <li>- Working well and celebrating achievement with a partner</li> <li>- Tackling new challenges</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Life cycles – animal and human</li> <li>- Changes in me (at an age appropriate level in line with RSE policy guidance)</li> <li>- Changes since being a baby</li> </ul>



### Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>- Rewards and feeling proud</li> <li>- Consequences</li> <li>- Owning the Learning Charter (Jigsaw)</li> </ul>	<ul style="list-style-type: none"> <li>- Medicine safety/safety with household items</li> <li>- Road safety</li> <li>- Linking health and happiness</li> </ul>		<ul style="list-style-type: none"> <li>- People who help us</li> <li>- Qualities as a friend and person</li> <li>- Self-acknowledgement</li> <li>- Being a good friend to myself</li> <li>- Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and overcoming obstacles</li> <li>- Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>- Differences between female and male bodies (correct terminology - at an age appropriate level in line with RSE policy guidance)</li> <li>- Linking growing and learning</li> <li>- Coping with change</li> <li>- Transition</li> </ul>
<b>Year 2</b>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Hopes, fears and choices for the year</li> <li>- Rights and responsibilities for a child in Year 2 in line with the school's values</li> <li>- Safe and fair learning environment</li> <li>- Valuing contributions</li> <li>- Recognising feelings</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Motivation</li> <li>- Healthier choices</li> <li>- Relaxation</li> <li>- Healthy eating and nutrition</li> <li>- Healthier snacks and sharing food</li> </ul>	<p>To demonstrate an understanding and be able to discuss:</p> <ul style="list-style-type: none"> <li>- Assumptions and stereotypes about gender</li> <li>- Understanding bullying</li> <li>- Standing up for self and others</li> <li>- Making new friends</li> <li>- Gender diversity</li> <li>- Celebrating differences and remaining friends</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Different types of family</li> <li>- Physical contact boundaries (at an age appropriate level in line with RSE policy guidance)</li> <li>- Friendship and conflict</li> <li>- Secrets</li> <li>- Trust and appreciation</li> <li>- Expressing appreciation for special relationships</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Achieving realistic goals</li> <li>- Perseverance</li> <li>- Learning strengths</li> <li>- Learning with others</li> <li>- Group co-operation</li> <li>- Contributing to and sharing success</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Life cycle in nature</li> <li>- Growing from young to old</li> <li>- Increasing independence</li> <li>- Difference in female and male bodies using the correct terminology (at an age appropriate level in line with RSE policy guidance)</li> <li>- Assertiveness</li> <li>- Preparing for transition</li> </ul>





### Whole School Progression of Skills

<p><b>Year 3+</b></p>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Setting personal goals &amp; planning the forthcoming year</li> <li>- Rules, rights and responsibilities for a KS2 child in line with the school's values</li> <li>- Self-identity and worth</li> <li>- Positivity in challenges</li> <li>- Responsible choices</li> <li>- Seeing things from other people's perspectives</li> <li>- Having a voice (democracy)</li> <li>- Group decision making</li> <li>- Being a citizen</li> <li>- How behaviour affects groups</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Exercise and fitness challenges</li> <li>- Food labelling and health swaps and relationship with food</li> <li>- Smoking, alcohol and drugs and anti-social behaviour</li> <li>- Keeping safe and why it's important online and offline</li> <li>- Respect for myself and others</li> <li>- Peer pressure</li> <li>- Body image</li> <li>- Celebrating inner strength</li> <li>- Motivation and behaviour</li> </ul>	<p>To demonstrate an understanding and be able to discuss:</p> <ul style="list-style-type: none"> <li>- Families and their differences</li> <li>- Family conflict and how to manage it (child-centred)</li> <li>- Witnessing bullying and how to solve it</li> <li>- Recognising how words can be hurtful</li> <li>- Giving and receiving compliments</li> <li>- Judging by appearance</li> <li>- First impressions</li> <li>- Understanding influences</li> <li>- Racism</li> <li>- Cultural differences</li> <li>- Material wealth and happiness</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Family roles and responsibilities</li> <li>- Building safer online communities: keeping safe online and who to go to for help</li> <li>- Online gaming and gambling</li> <li>- Reducing screen time</li> <li>- Dangers of online grooming: SMARRT internet safety rules</li> <li>- Being a global citizen</li> <li>- Awareness of other children's lives</li> <li>- Expressing appreciation for family and friends</li> <li>- Jealousy</li> <li>- Love and loss: memories of loved ones</li> <li>- Girlfriends and boyfriends</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Difficult challenges and achieving success</li> <li>- Dreams and ambitions</li> <li>- New challenges</li> <li>- Motivation and enthusiasm</li> <li>- Recognising and trying to overcome obstacles</li> <li>- Evaluating learning processes</li> <li>- Managing feelings</li> <li>- Simple budgeting</li> <li>- Resilience</li> <li>- Positive attitudes</li> <li>- The importance of money</li> <li>- Jobs and careers</li> <li>- Motivation</li> <li>- Dream job and how to get there</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- How babies grow and understanding their needs</li> <li>- Inside and outside body changes</li> <li>- Family stereotypes</li> <li>- Challenging my ideas</li> <li>- Being unique</li> <li>- Puberty for boys and girls</li> <li>- Confidence in change</li> <li>- Environmental change</li> <li>- Conception (including IVF)</li> <li>- Growing responsibility</li> <li>- Coping with change and preparing for transition</li> <li>- Influence of online and media on body image</li> </ul>
<p><b>Year 6</b></p>	<p>To demonstrate an understanding and learning autonomy in the following:</p>	<p>To demonstrate an understanding and learning autonomy in the following:</p>	<p>To demonstrate an understanding and learning autonomy in the following:</p>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Mental health</li> </ul>	<p>To demonstrate an understanding and learning autonomy in the following:</p>	<p>To demonstrate an understanding and learning autonomy in the following:</p> <ul style="list-style-type: none"> <li>- Self-image</li> </ul>



### Whole School Progression of Skills

	<ul style="list-style-type: none"> <li>- Identifying goals for the year</li> <li>- Children's universal rights</li> <li>- Global citizenship</li> <li>- Feeling welcome and valued</li> <li>- Group dynamics</li> <li>- Democracy</li> <li>- Anti-social behaviour</li> <li>- Role modelling</li> </ul>	<ul style="list-style-type: none"> <li>- Taking personal responsibility</li> <li>- How substances affect the body</li> <li>- Exploitation, including 'county lines' and gang culture</li> <li>- Emotional and mental health</li> <li>- Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptions of normality</li> <li>- Understanding disability</li> <li>- Power struggles</li> <li>- Understanding bullying</li> <li>- Inclusion/exclusion</li> <li>- Differences as conflict</li> <li>- Difference as celebration</li> <li>- Empathy</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying mental health worries and sources of support</li> <li>- Love and loss</li> <li>- Managing feelings</li> <li>- Power and control</li> <li>- Assertiveness</li> <li>- Technology safety</li> <li>- Taking responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>- Personal learning goals in and out of school</li> <li>- Success criteria</li> <li>- Emotions in success</li> <li>- Making a difference in the world</li> <li>- Motivation</li> <li>- Recognising achievements</li> <li>- Compliments</li> </ul>	<ul style="list-style-type: none"> <li>- Body image</li> <li>- Puberty and feelings</li> <li>- Conception to birth</li> <li>- Reflections about change</li> <li>- Physical attraction</li> <li>- Respect and consent</li> <li>- Boyfriends/girlfriends</li> <li>- Sexting</li> <li>- Transition</li> </ul>
--	---	---	---	--	--	--



## Whole School Progression of Skills Art and Design

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	Down on the Farm	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	It's all Magic (fairytale focus)	Climate Change!	When I grow up!

EYFS (Following Interests)	<p>In EYFS we follow Development Matters (EAD MM) and the Progression of Skills to track children's progress in Art and Design.</p> <p>Children are encouraged to explore and investigate whilst in the provision whilst following their own interests; skills are taught during Group Time.</p> <p>Please refer to the Development Matters document <a href="https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a></p>							
	<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels)	<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	<b>Texture</b> (textiles, clay, sand, plaster, stone)	<b>Form</b> (3D work, clay, dough, boxes, wire, paper, sculpture)	<b>Printing</b> (found materials, fruit, vegetables, wood blocks, press print, sponges, bubble wrap)	<b>Pattern</b> (paint, pencil, textiles, clay, printing)		
	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools .</li> <li>- Use drawings to tell a story Investigate different lines.</li> <li>- Explore different textures.</li> <li>-Encourage accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>- Experimenting with and using primary colours.</li> <li>- Naming: mixing (not formal).</li> <li>- Learn the names of different tools that bring colour .</li> <li>- Use a range of tools to make coloured marks on paper.</li> </ul>	<ul style="list-style-type: none"> <li>-Handling, manipulating and enjoying using materials.</li> <li>- Sensory experience.</li> <li>- Simple collages: simple weaving.</li> <li>-Using large eyed needle and thread on binca to attempt running stitches.</li> </ul>	<ul style="list-style-type: none"> <li>-Handling, feeling, enjoying and manipulating materials.</li> <li>- Constructing.</li> <li>- Beginning to develop joining skills .</li> <li>- Building and destroying.</li> <li>- Shape and model.</li> </ul>	<ul style="list-style-type: none"> <li>-Rubbings.</li> <li>- Select materials and paint with desired colour.</li> <li>- Use to make prints.</li> <li>- Print with block colour.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeating patterns: painting irregular patterns.</li> <li>- Simple symmetry.</li> </ul>		
	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme	Down on the Farm	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	It's all Magic (fairytale focus)	Climate Change!	When I grow up!



### Whole School Progression of Skills

Key Artist	Grant Woods	Tim Fowler	Leonid Afremov	Laura Benjamin	Gunta Stolzl	Katie Essam	Karen Nicol	Pablo Picasso
Key Skill	<b>Colour</b>	<b>Mixed Media (Drawing &amp; Colour)</b>	<b>Mixed Media (Drawing &amp; Colour)</b>	<b>Texture-Collage</b>	<b>Texture - Weaving</b>	<b>Textiles</b>	<b>Pattern and Printing</b>	<b>Drawing (Y1/Y2) Colour (Y2)</b>  <b>Consolidation of all learnt skills</b>
Reception and Year 1 within provision  Year 2 inspiration board	Kate Simpson Andy Goldsworthy	Christopher Wren Antoni Gaudi L S Lowry Tudor Houses London Landmarks Firework images	Winter pictures Christmas trees Wreaths Chanukah Hanukiahs Kwanzaa Candles	Famous People Portraits - Tim Fowler - Andy Warhol	Chinese Lanterns Chinese Dragons/Lions Chinese Fans Weaving Examples	Nicoletta Ceccoli Grahame Baker-Smith Traditional Tales Peg Dolls Puppets	Megan Coyle William Morris Andrew Goldsworthy Aboriginal Art African Tribal Art	Frida Kahlo Andy Warhol (printing/pattern) Alish Henderson (textile) Pablo Picasso (Collage)
Year One Teaching Expectations	6 PPA Sessions 3 Group times	3 PPA Sessions 2 Group times	4 PPA Sessions Group time s	3 PPA sessions eGroup times	2 PPA Sessions 2 Group times	6 PPA Sessions 3 Group times	6 PPA Sessions 3 Group times	6 PPA Sessions 3 Group times
Year One	<ul style="list-style-type: none"> <li>- Show interest in Art work, artists and using Art Vocabulary.</li> <li>- Discuss what primary and secondary colours are.</li> <li>- Name all primary and secondary colours.</li> <li>- To know what primary colours make secondary colours.</li> <li>- Begin to experiment</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to compare the work of introduced artists.</li> <li>- Explore making different thickness of lines by using different grade pencils.</li> <li>- Explore the effects of using different textured paper.</li> <li>- Draw most 2D shapes correctly.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to respond to artists compositions using own ideas.</li> <li>- Work from different observations and imagination.</li> <li>- Observe and discuss different patterns.</li> <li>- Explore recreating these.</li> <li>- Making own patterns.</li> <li>- Begin to use crayons/pastels</li> </ul>	<ul style="list-style-type: none"> <li>- Select, with thought, different materials from given resources, considering colour, shape, and texture.</li> <li>- Sort according to specific qualities (colour, shape, texture).</li> <li>- Modify by cutting with care.</li> </ul>	<ul style="list-style-type: none"> <li>- Use scissors to create a paper loom.</li> <li>- Weave strips of paper into paper loom.</li> <li>- Begin to alternate weaving the materials over and under the loom.</li> <li>- Understand that artists all over the world use weaving.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use correct terminology for materials (eg needle, thread, wool, felt).</li> <li>- Sort materials according to colour, texture, shape.</li> <li>- Plan own simple craft product from study of a craft artist.</li> <li>- Select textile materials from a limited range and</li> </ul>	<ul style="list-style-type: none"> <li>- Use various shapes, objects and materials to make prints.</li> <li>- Apply ink or paint to a shape or surface to experiment with printing.</li> <li>- Consider placement of print.</li> <li>- Consider how to improve quality of the print.</li> <li>- Create own Monoprint by using a pen to</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Use a mirror to observe own anatomy (faces and limbs).</li> <li>- Use observations to draw own face.</li> <li>- Pay attention to placement of features.</li> </ul>



### Whole School Progression of Skills

	<p>making different colours.</p> <ul style="list-style-type: none"> <li>- To be able to experiment and explore a range of tools to apply colour.</li> <li>- To self-select the correct tool to apply colour for its purpose</li> <li>- Independently mix colours for their own creations.</li> <li>- To select appropriate colours for the objects they are creating.</li> <li>- To understand the different shades of colour e.g. light red/red/dark red.</li> <li>- Begin to add white and black to make lighter and darker shades.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a viewfinder to select a view/shape and record what is in the frame (eg, part of school building/ church).</li> </ul>	<p>in different ways, mixing and hatching.</p> <ul style="list-style-type: none"> <li>- Begin to scale drawings correctly.</li> <li>- Create texture using colour and different thickness of paints.</li> <li>- To begin to describe what they think and feel about their own work.</li> </ul>	<ul style="list-style-type: none"> <li>- Cut a variety of shapes to complete a composition.</li> <li>- Investigate texture using a range of techniques (scrunching, overlaying, overlapping)</li> <li>- Add colour to represent ideas with a range of media for collage.</li> <li>- To apply simple decoration.</li> <li>- Use glue and paste carefully.</li> </ul>	<ul style="list-style-type: none"> <li>- Use my weaving to enhance a craft.</li> </ul>	<p>use to make a simple craft product.</p> <ul style="list-style-type: none"> <li>- Cut threads and fibres and attempt to thread through eye of needle.</li> <li>- Use needle and thread to join felt /material with running stitch.</li> <li>- Notice if and when they require assistance to rectify sewing mistakes and request it accordingly.</li> </ul>	<p>imprint polystyrene tile.</p> <ul style="list-style-type: none"> <li>- Take rubbings from texture to understand and inform their own texture prints.</li> <li>- Investigate and create patterns with an extended range of materials - eg sponges, leaves, fruit.</li> <li>- Repeat a pattern, randomly placed or tiled in a grid.</li> </ul>	
Year Two Teaching Expectations	PPA 6 4 Cross Curricular	PPA 3 2 Cross Curricular	PPA 4 3 Cross Curricular	PPA 3 2 Cross Curricular	PPA 2 2 Cross Curricular	PPA 6 4 Cross Curricular	PPA 6 4 Cross Curricular	PPA 6 Cross Curricular
Year Two	<ul style="list-style-type: none"> <li>- Discuss work of a range of artists.</li> <li>- Describe similarities and differences of</li> </ul>	<ul style="list-style-type: none"> <li>-Comment on differences in work on others.</li> <li>- Begin to discuss ways of</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the work of a range of artists.- Show increasing pencil control when</li> </ul>	<ul style="list-style-type: none"> <li>- Sort chosen materials according to specific qualities</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how artists all over the world use weaving.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use correct terminology for an increased range of</li> </ul>	<ul style="list-style-type: none"> <li>- Make connections between own work and patterns in local environment</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Work from directed observation.</li> </ul> <p><b>Colour</b></p>



### Whole School Progression of Skills

	<p>practices and disciplines.</p> <ul style="list-style-type: none"> <li>- Discuss what primary and secondary colours are.</li> <li>- Name all colours.</li> <li>- To know what primary colours make secondary colours and begin to observe the colour wheel.</li> <li>- Independently mix colours for their own creations and explain the process.</li> <li>- To understand the different shades of colour and mix different tones i.e. light adding white, darker adding black.</li> <li>-To explore own ideas.</li> <li>- To be able to describe the objects they are creating by their colour e.g. I am painting a dark red bus.</li> </ul>	<p>improving own work.-</p> <ul style="list-style-type: none"> <li>Experiment with tools and surfaces.</li> <li>- Draw a way of recording feelings and experiences.</li> <li>- Discuss use of shadow and light and dark</li> <li>- Sketch to make quick records.</li> <li>- Explore effects that different tools can make (shading, thick and thin lines, patterns and shapes).</li> <li>- Use viewfinder to select an image and record it (eg, windows on school building/church spire).</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>- Begin to mix primary and secondary colours to mix tertiary colours.</li> <li>- Colour match and replicate</li> </ul>	<p>creating a range of patterns and textures.</p> <ul style="list-style-type: none"> <li>- Begin to experiment with oil pastels.</li> <li>- Colour match.</li> <li>- Replicate colour patterns and texture.</li> <li>- Use colour on a large scale.</li> <li>- Suggest ways of improving the work of others.</li> </ul>	<p>leg, warm, cold, smooth, shiny).</p> <ul style="list-style-type: none"> <li>- Modify by carefully cutting multiple shapes with scissors.</li> <li>- Use ripping paper as a way of achieving texture. .</li> <li>- Use adhesives to fix cut and torn shapes onto a surface to convey own ideas.</li> <li>- Improve skills of overlapping and overlaying to place objects in front and behind.</li> <li>- Develop overlaying and overlapping to mix colours and surfaces.</li> <li>- Add marks and colour to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Identify one thing from another weaving artist's work that I can use in my own craft.</li> <li>- Select paper by colour or texture and use scissors to create a paper loom.</li> <li>- Select paper by colour or texture and use scissors to create strips of paper to weave.</li> <li>- Weave strips of paper into paper loom by alternate weaving of the materials over and under the loom.</li> </ul>	<p>materials (eg cotton, nylon, felt).</p> <ul style="list-style-type: none"> <li>- Plan own simple craft product from study of a craft artist.</li> <li>- Select, organise and use textile materials to make a simple craft product.</li> <li>- Cut threads and fibres and thread through eye of needle.</li> <li>- Start to explore other simple stitches (back stitch, whip stitch, cross stitch, ).</li> <li>- Use needle and thread for simple applique work (adding buttons, textured fabric, etc).</li> <li>- Use taught stitches stitch to assemble own craft product, adding applique.</li> <li>- Begin to correct own sewing mistakes.</li> </ul>	<p>(eg, animals, curtains, wallpaper).</p> <ul style="list-style-type: none"> <li>- Create own Monoprint by scratching into clay.</li> <li>- Print using ink or paint.</li> <li>- Create own relief print block using card, string or other materials.</li> <li>- Use ink or paint to add colour and tone to different areas of relief print block.</li> <li>- Investigate colour mixing through printing using two colour inks/paints and roller/brush on own print pad.</li> <li>- Design a more complex pattern with two or more motifs and print a tiled version.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand how artists use colour and tone to show mood.</li> <li>- Begin to explore and discuss the relationship between colour and mood/feelings (eg blue - calm, red - angry, yellow - happy)</li> </ul>
--	---	---	---	--	---	---	--	---



### Whole School Progression of Skills

	- To use a range of techniques to improve their art work using colour. (splashing, dotting and scratching).	colour patterns and texture. - Begin to use appropriate vocabulary to describe tools, media and processes.						
Number of taught sessions	PPA 6 Curriculum 6	PPA 3 Curriculum 3	PPA 4 Curriculum 4	PPA 3 Curriculum 3	PPA 2 Curriculum 2	Term 4	Term 5	
Resources	Paint brushes - various sizes Ready Mix Paint in primary colours plus black and white Water Colours A3/A4/A5 Paper - various colours (Cartridge/Sugar)	Drawing pencils (different grades). Pencil sharpeners. Erasers. A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Junk Modelling (cardboard boxes) Glue Tape Scissors	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paints (ready mix/ watercolours). Black Cartridge Paper A3/A4/A5 Paper - various colours (Cartridge/ Sugar).	A3/A4/A5 Paper - various colours (Cartridge/ Sugar). Materials Foil Cellophane Newspaper Magazines Gluesticks Double sided tape Glue dots PVA Glue Glue spreaders	Coloured construction paper Red Paper/Card Black Tape Glue dots Scissors	Felt- various colours Buttons Sequins Needles (assorted sizes) Assorted Threads (cotton, embroidery) Scissors Binca	Polystyrene tiles Biros Cardboard Wool String PVA Glue Paint Ink Rollers	Drawing pencils (different grades). Pencil sharpeners. Erasers. Crayons. Oil pastels Soft pastels Paint brushes - various sizes Ready Mix Paint in primary colours plus black and white Water Colours Black Cartridge Paper A3/A4/A5 Paper - various colours (Cartridge/ Sugar).  Any required for Consolidation of Skills
Events		Poppy Day – Claude Monet -	Christmas crafts/cards		Chinese Paper Folding Day	Mother's Day		Father's Day craft?



### Whole School Progression of Skills

	<p>10th November</p> <p>Diwali Day – clay divas 13 November</p> <p><b>Form</b> <b>Year One</b></p> <ul style="list-style-type: none"> <li>- Handle and manipulate malleable materials such as clay and found objects to represent familiar objects.</li> <li>- Shape and model from observation and imagination.</li> <li>- Use clay to construct a simple functional form by pinching, carving and coiling.</li> <li>- Join clay by making a slurry (water and clay) to stick joins and smoothing over.</li> </ul> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>- Use equipment in a correct and safe way.</li> </ul>	<p>Big Art Week Assessment 7-11 December</p>		<p>Year One Lanterns, dragons, fans</p> <p>Year 2 Simple Origami</p> <p><b>Form</b> <b>Year One</b></p> <ul style="list-style-type: none"> <li>- Select appropriate materials.</li> <li>- Begin to fold and cut paper to achieve a desired effect for a purpose (lantern)</li> <li>- Use a variety of joins.</li> <li>- Build a construction/ sculpture from a variety of objects</li> </ul> <p><b>Year two</b></p> <ul style="list-style-type: none"> <li>- Join with confidence.</li> <li>- Select appropriate materials.</li> <li>- Begin to fold and cut paper to achieve a desired effect.</li> </ul>	<p>Moving part card &amp; sewing craft</p> <p>Big Art Week Assessment (Date to be confirmed)</p>	<p>Big Art Week - Assessment (Date to be confirmed)</p>
--	---	--	--	--	--	---





### Whole School Progression of Skills

		<ul style="list-style-type: none"> <li>- Replicate patterns and texture in 3D forms.</li> <li>- Build in clay using two or more techniques (eg, pinching, coiling and rolling).</li> <li>- Use simple tools to add detail to clay.</li> </ul>						
Big Art Week	<p>Date: 7-11 December            Demonstrating Colour and Drawing skills.            Pavement Artist - Chalk/pastels/oils on sugar paper</p> <p>Reception : One group time            Year One: One group time to plan and sketch, one group time to colour, blend and improve            Year Two: One afternoon session to plan, sketch, colour, blend and improve</p>		<p>Date: TBC            Collaborative Piece Texture/Form            Mod Roc - Fairytale Castles - Circus - Characters            Enhanced with Textile/Weaving/Collage/Decoupage</p> <p>Reception: Two consecutive group times plus CIP            Year One: Two consecutive group times plus CIP            Year Two: One whole afternoon plus one session.</p>			<p>Date: TBC            Design Wrapping Paper using taught printing and pattern skills. Children to choose their favourite printing skill; plan</p> <p>Reception: One Group time to plan            Year One: One Group time to plan, One to print and evaluate.            Year Two: One planning session, one printing and evaluation.</p>		



Whole School Progression of Skills  
**PE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Sporting Events						
<b>E Y F S</b>	<p>Team Teaching and PPA Cover –</p> <p><b>Body Management and BEAM</b></p> <p><b>Teachers</b> will use this term to observe PE lessons and learn; the structure of a lesson, how assessments are made in PE, coaching techniques and more subject knowledge.</p> <p><b>Children will be taught to:</b></p> <p>Can use hands and feet to negotiate obstacles.</p> <p>Develop balance, flexibility and body management.</p> <p>Can stretch, reach, extend in a variety of ways and positions.</p> <p>Explore rolling, sliding and slithering.</p>	<p>Team Teaching – <b>Dance</b></p> <p><b>Teachers</b> will be taught to deliver a linked LO warm up as part of learning the structure and develop their own coaching style. With specialist advice</p> <p><b>Children will be taught to:</b></p> <p>Perform basic movements including walking, running, rolling, crawling, jumping and taking weight on hands.</p> <p>Follow simple instructions.</p> <p>Replicate basic demonstrations and copy/repeat simple movements and shapes with their body.</p>	<p>Team Teaching – <b>Gymnastics</b></p> <p><b>Teachers</b> will be taught to deliver a Skill based session as part of the PE lesson structure. They will learn how to use AFL effectively to assess and monitor progress of their pupils.</p> <p><b>Children will be taught to:</b></p> <p>Develop confidence in fundamental movements.</p> <p>To experience moving over, under or on apparatus.</p> <p>To develop co-ordination and gross motor skills.</p> <p>To link simple balance, jump and travel actions together.</p> <p>To learn a refine a variety of shapes, jumps, rolls and balances.</p>	<p>Team Teaching - <b>Speed, agility, travel</b></p> <p><b>Teachers</b> will be taught to deliver the next part of the PE lesson structure which is a differentiated main activity. They will learn to stretch their creative understanding of differentiation in PE</p> <p><b>Children will be taught to:</b></p> <p>Participate in a variety of small group cooperative activities</p> <p>Travel with control and coordination.</p> <p>Change direction at speed in games and session drills.</p> <p>Perform actions that demonstrate changes of speed.</p> <p>Relate movements to music and percussion beats.</p>	<p>Team Teaching - <b>Manipulation &amp; co-ordination</b></p> <p><b>Teachers</b> will have the opportunity to practice any of their coaching skills that they would like to work on specifically (subject knowledge, differentiation, behaviour management, etc.)</p> <p><b>Children will be taught to:</b></p> <p>Send and receive a variety of objects with different body parts</p> <p>Work with others to control objects in space.</p> <p>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>PPA Cover - <b>Attack Defend Shoot</b></p>	<p>Team Teaching - <b>Athletics Link</b></p> <p><b>Teachers</b> will work on planning and delivering their own PE lessons. They will design lessons using the structure and ideas they've learnt and will have constant advice and support in each lesson as it is being taught. The last lesson will be an observation on any PE subject they wish to teach.</p> <p><b>Children will be taught to:</b></p> <p>Participate in sports day and physical activities that are included within this event.</p> <p>Can start and stop at speed in a variety of races.</p>



### Whole School Progression of Skills

	<p>Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations</p> <p>Gain confidence in a variety of gross motor skills.</p> <p>Work with others and participate in a variety of small group activities.</p>	<p>Respond to hearing music.</p> <p>PPA Cover – <b>Gymnastics</b></p> <p><b>Children will be taught to:</b></p> <p>Perform basic movements including crawling, jumping, rolling and taking weight on hands.</p> <p>Able to follow instructions.</p> <p>Replicate basic demonstrations and copy and repeat simple movements and shapes.</p>	<p>PPA Cover – <b>Dance</b></p> <p><b>Children will be taught to:</b></p> <p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds.</p> <p>Perform a wide variety of dance actions both similar and contrasting</p> <p>Copy and perform simple movement patterns.</p>	<p>PPA Cover - <b>Problem solving &amp; team games</b></p> <p><b>Children will be taught to:</b></p> <p>Work with a partner to listen, share ideas, question and choose.</p> <p>Move confidently and cooperatively in space, travelling in a range of ways.</p> <p>Manoeuvre different objects in different ways to complete tasks.</p> <p>Follow game rules and instructions.</p>	<p><b>Children will be taught to:</b></p> <p>Work in collaboration with others to score points.</p> <p>Kick, roll, throw, or slide an object towards a target to score points.</p> <p>Engage in competitive activities and races.</p>	<p>Can handle and throw a variety of objects with accuracy and/or distance.</p> <p>Move on their feet in a variety of ways including, jumping, skipping, hopping, running and walking.</p> <p>PPA Cover - <b>Multi skills</b></p> <p><b>Children will be taught to:</b></p> <p>Further improve any of the PE skills they've learnt this year</p> <p>Demonstrate increasing control over a variety of objects.</p> <p>Demonstrate good control and co-ordination in large and small movement.</p> <p>Develop fundamental movement skills of balance, coordination, speed and agility.</p>
--	---	--	---	--	---	--



### Whole School Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
						Work as a team in competitive games
<b>Sporting events</b>			Year 1/2 (mixed) infant agility- 3rd Feb 2021  Key steps gymnastics Year 1-6 (mixed) - 10th March 2021		KS1 super festival Year 1/2 - 6th May 2021  Fast Fives Year 1/2 (mixed) - 26th May 2021	Kwik Cricket Year 1/2 - Rapid fire (mixed) - 10th June 2021  Spots Day - TBC
<b>Y E A R  1</b>	Team Teaching and PPA Cover –  <b>Invasion Games (attack, defend, shoot)</b>  <b>Teachers</b> will use this term to observe PE lessons and learn; the structure of a lesson, how assessments are made in PE, coaching techniques and more subject knowledge.  <b>Children will be taught to:</b>  Engage in competitive activities.	Team Teaching – <b>Dance</b>  <b>Teachers</b> will be taught to deliver a linked LO warm up as part of learning the structure and develop their own coaching style. With specialist advice  <b>Children will be taught to:</b>  Perform basic body actions along with music.  Work with a partner and dance in unison.	Team Teaching – <b>Gymnastics</b>  <b>Teachers</b> will be taught to deliver a Skill based session as part of the PE lesson structure. They will learn how to use AFL effectively to assess and monitor progress of their pupils.  <b>Children will be taught to:</b>  Perform routines in unison.  Link actions and remember/perform simple sequences	Team Teaching – <b>Net and Wall Games (Send and Return)</b>  <b>Teachers</b> will be taught to deliver the next part of the PE lesson structure which is a differentiated main activity. They will learn to stretch their creative understanding of differentiation in PE  <b>Children will be taught to:</b>  Send an object with increased confidence using a hand or bat  Move towards a moving ball to return	Team Teaching – <b>Striking &amp; Fielding (Hit, Catch, Run)</b>  <b>Teachers</b> will have the opportunity to practice any of their coaching skills that they would like to work on specifically (subject knowledge, differentiation, behaviour management, etc.)  <b>Children will be taught to:</b>  Hit objects with their hands or a bat.  Track and retrieve a rolling ball.	Team Teaching – <b>Athletics (Run, Jump, Throw)</b>  <b>Teachers</b> will work on planning and delivering their own PE lessons. They will design lessons using the structure and ideas they've learnt and will have constant advice and support in each lesson as it is being taught. The last lesson will be an observation on any PE subject they wish to teach.  <b>Children will be taught to:</b>



### Whole School Progression of Skills

	<p>Roll or slide a beanbag or ball with accuracy.</p> <p>Recognise rules and apply them in competitive and cooperative games.</p> <p>Work in collaboration with others to score points.</p> <p>Bounce a medium sized ball to self and attempt to bounce to others</p> <p>Attempt to intercept and catch a thrown ball/object</p>	<p>Move with control.</p> <p>Recognise that dances can have themes and stories</p> <p>PPA Cover – <b>Gymnastics</b></p> <p><b>Children will be taught to:</b></p> <p>Identify and use simple gymnastic actions and shapes</p> <p>Move on, off and over objects with confidence</p> <p>Develop balance and co-ordination when understanding a variety of jumps, balances, shapes and rolls.</p>	<p>Make their body tense, relaxed, stretched and curled in a variety of moves performed accurately.</p> <p>Handle apparatus safely.</p> <p>PPA Cover – <b>Dance</b></p> <p><b>Children will be taught to:</b></p> <p>With help, compose a basic movement phrase. Confident to explore space with their dances and movements.</p> <p>Remember and repeat simple movement patterns</p> <p>Use different parts of the body and combine leg with arm actions.</p>	<p>Select and apply skills to win points in competitive games.</p> <p>Identify space to be able to send a ball.</p> <p>Develop their hand eye coordination skills.</p> <p>PPA Cover – <b>Invasion Games (attack, defend, shoot)</b></p> <p><b>Children will be taught to:</b></p> <p>Use and apply simple strategies for invasion games</p> <p>To recognise rules and apply them in competitive and cooperative games.</p> <p>Can send and receive a ball using feet</p> <p>Can start to combine skills such as dribbling with passing.</p>	<p>Throw and catch a variety of balls and objects.</p> <p>Participate in team games.</p> <p>Perform fielding techniques with increased control and coordination</p> <p>Run between bases or learn new ways to score points in team games.</p> <p>PPA Cover – <b>Net and Wall Games (send &amp; Return)</b></p> <p><b>Children will be taught to:</b></p> <p>Play modified net/wall games using throwing and catching skills. Demonstrate some basic sending skills.</p> <p>Send an object with increased confidence using a hand or bat</p> <p>Decide on and play with a dominant hand</p>	<p>Begin linking running with jumping.</p> <p>learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p> <p>Copy and repeat basic movements for extended periods of time to develop stamina.</p> <p>Demonstrate the awareness for the need to improve and attempt to improve.</p> <p>Participate as a team in running relays.</p> <p>PPA Cover – <b>Multi Skills</b></p> <p><b>Children will be taught to:</b></p> <p>Apply fitness elements and skills</p>
--	--	--	---	---	--	--



### Whole School Progression of Skills

					Chase, stop and control balls on the move.  Select and apply skills learnt to win points in games	learned to a variety of activities.  Develop their fundamental movement skills of balance, coordination, agility and power.  Take part in competitive team games.
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer1</b>	<b>Summer 2</b>
<b>Sporting Events</b>			Year 1/2 (mixed) infant agility- 3rd Feb 2021  Key steps gymnastics Year 1-6 (mixed) - 10th March 2021		KS1 super festival Year 1/2 - 6th May 2021  Fast Fives Year 1/2 (mixed) - 26th May 2021	Kwik Cricket Year 1/2 - Rapid fire (mixed) - 10th June 2021  Spots Day - TBC
<b>Y E A R 2</b>	Team Teaching and PPA Cover –  <b>Invasion Games (Attack, Defend, Shoot)</b>  <b>Teachers</b> will use this term to observe PE lessons and learn; the structure of a lesson, how assessments are made in PE, coaching	Team Teaching – <b>Dance</b>  <b>Teachers</b> will be taught to deliver a linked LO warm up as part of learning the structure and develop their own coaching style. With specialist advice  <b>Children will be taught to:</b>	Team Teaching – <b>Gymnastics</b>  <b>Teachers</b> will be taught to deliver a Skill based session as part of the PE lesson structure. They will learn how to use AFL effectively to assess and monitor progress of their pupils.  <b>Children will be taught to:</b>	Team Teaching – <b>Net and Wall Games (Send and Return)</b>  <b>Teachers</b> will be taught to deliver the next part of the PE lesson structure which is a differentiated main activity. They will learn to stretch their creative understanding of differentiation in PE	Team Teaching – <b>Striking &amp; Fielding (Hit, Catch, Run)</b>  <b>Teachers</b> will have the opportunity to practice any of their coaching skills that they would like to work on specifically (subject knowledge, differentiation, behaviour management, etc.)	Team Teaching – <b>Athletics (Run, Jump, throw)</b>  <b>Teachers</b> will work on planning and delivering their own PE lessons. They will design lessons using the structure and ideas they've learnt and will have constant advice and support in each lesson as it is



### Whole School Progression of Skills

	<p>techniques and more subject knowledge.</p> <p><b>Children will be taught to:</b></p> <p>Work with a partner and in small groups to develop skills.</p> <p>Can send and receive a ball using feet as well as hands.</p> <p>Link combinations of skills e.g. dribbling and passing.</p> <p>Apply catching and throwing skills to games.</p>	<p>Perform movements with expression</p> <p>Attempt to work as part of a group to perform a dance</p> <p>Move with imagination and respond to the music.</p> <p>Explore and use basic choreography including; levels, speed changes and cannon.</p> <p>PPA Cover – <b>Gymnastics</b></p> <p><b>Children will be taught to:</b></p> <p>Create, remember and repeat simple sequences.</p> <p>Comment on aspects of own and others performances.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p>	<p>Show contrasts in gymnastics shapes and actions.</p> <p>Can perform a variety of shapes, jumps, rolls and balances with accuracy and good techniques.</p> <p>Attempt to use rhythm whilst performing a sequence.</p> <p>Use core strength to link gymnastics elements.</p> <p>PPA Cover – <b>Dance</b></p> <p><b>Children will be taught to:</b></p> <p>Perform with control and balance, demonstrating good co-ordination.</p> <p>Select movements that show a clear understanding of the them/story/idea of the dance.</p> <p>Use different parts of the body in isolation and combination.</p> <p>Can find the beat of the song and use counts of</p>	<p><b>Children will be taught to:</b></p> <p>Be able to track the path of a ball over a bench, line or net.</p> <p>Be able to hit a ball with hand or racquet with some consistency.</p> <p>Play modified net/wall games using throwing and catching skills. Demonstrate some basic sending skills.</p> <p>Start games using basic serving skills</p> <p>PPA Cover – <b>Invasion Games (Attack, Defend, Shoot)</b></p> <p><b>Children will be taught to:</b></p> <p>Show awareness of teammates and opponents in games.</p> <p>Begin to look for space to pass or run into in order to receive.</p> <p>To recognise rules and apply them in</p>	<p><b>Children will be taught to:</b></p> <p>Develop hitting skills with a variety of bats.</p> <p>Practice bowling/feeding the ball to other players.</p> <p>Work in small groups to field accurately.</p> <p>Attempt to play the roll of wicket keeper or backstop</p> <p>Make attempts to catch balls that have been hit by a bat.</p> <p>PPA Cover – <b>Net and Wall Games (Send and Return)</b></p> <p><b>Children will be taught to:</b></p> <p>Use a small range of basic racquet skills.</p> <p>Play within boundaries.</p> <p>Play continuous competitive games using; throwing and catching or some simple hitting.</p>	<p>being taught. The last lesson will be an observation on any PE subject they wish to teach.</p> <p><b>Children will be taught to:</b></p> <p>Develop power, agility, coordination and balance over a variety of activities.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>PPA Cover – <b>PRODUCTION PRACTICE</b></p> <p>OR</p> <p><b>Multi Skills</b></p> <p><b>Where children will be taught to:</b></p> <p>Apply fitness elements and skills</p>
--	--	--	---	---	---	--



### Whole School Progression of Skills

			8 effectively within a simple sequence of movements.	competitive and cooperative games.  Select and apply simple tactics to win games.  Combine skills such as dribbling and shooting.	Move with confidence and agility.  Provide feedback to their peers.	learned this year to a variety of activities.  Develop their fundamental movement skills of balance, coordination, agility and power.  Take part in competitive team games.
--	--	--	--	---	---	---





Whole School Progression of Skills

**Music**

	Autumn			Spring			Summer	
Reception	Term 1 Down on the Farm	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking news!	Term 3b Chinese New Year	Term 4 It's all Magic!	Term 5 Climate Change!	Term 6 When I grow up!
Music focus	Vocalising and Singing	Hearing and Listening	Singing / Hearing and Listening cont'd	Moving and Dancing	Moving and Dancing cont'd	Exploring and Playing	Covering of any gaps in children's knowledge	Consolidation of skills
Area of Music  Link to Musical Development Matters (30-50 months) (40-60 months)	<p>Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.</p> <p>Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Merges elements of familiar songs with improvised singing.</p> <p>Creates sounds in vocal sound games.</p>	<p>Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>Matches music to pictures/visual resources.</p> <p>Describes the sound of instruments eg scratchy sound, soft sound.</p> <p>Creates visual representation of sounds, instruments and pieces of</p>		<p>Claps or taps to the pulse of the music he or she is listening to.</p> <p>Claps or taps to the pulse of the song he or she is singing.</p> <p>Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.</p> <p>Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</p> <p>Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</p> <p>Combines moving, singing and playing</p>		<p>Adds sound effects to stories using instruments .</p> <p>Leads or is led by other children in their music making, ie being a conductor.</p> <p>Listens and responds to others in pair/group music making.</p> <p>Operates equipment such as CD players,</p>		



### Whole School Progression of Skills

	<p>Changes some or all of the words of a song.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs.</p> <p>Sings entire songs.</p> <p>May enjoy performing, solo and or in groups.</p> <p>Internalises music, eg sings songs inside his or her head.</p>	<p>music, eg mark making to specific sounds or pieces of music.</p> <p>Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”</p>		<p>instruments, eg marching, tapping a drum whilst singing.</p> <p>Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.</p> <p>Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</p>		<p>MP3 players, handheld devices, keyboards.</p> <p>Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).</p> <p>Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>		
--	--	---	--	--	--	--	--	--



### Whole School Progression of Skills

		<p>Associates genres of music with characters and stories.</p> <p>Accurately anticipates changes in music, eg when music is going to get faster, louder, slower</p>						
<b>Key Vocabulary</b>	<p><b>Fundamental vocabulary that children should be introduced to during the year:</b></p> <p>Pulse/beat, rhythm, pitch, structure, dynamics, timbre, texture, tempo, melodic shape, genre, instrument.</p> <p>Speed, fast, slow, high, low, long, short, smooth, spiky, pop, classical.</p> <p>Names of musical instruments: xylophone, chime bars, claves, wood block, tambour, tambourine, maraca, rainstick, boomwhackers, beaters, triangle, bells, cabasa, drum, shaky egg.</p>							

Year 1	Autumn			Spring			Summer	
	Term 1 Down on the Farm	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking news!	Term 3b Chinese New Year	Term 4 It's all Magic!	Term 5 Climate Change!	Term 6 When I grow up!
<b>Music Topics</b>	<p>African Music</p> <p>Traditional songs/chants</p> <p>Harvest songs/music</p>	<p>Classical music that is dramatic (dynamics)</p> <p>Samba music</p> <p>Traditional Indian music</p>	<p>Christmas music (carols and pop music)</p> <p>The Nutcracker</p>	<p>Storytelling and Music</p> <p>Sound effects</p> <p>Film/TV Music</p>	<p>Chinese music</p>	<p>Fairy Tale music</p> <p>Songwriting (poem links)</p>	<p>Classical music inspired by nature-rainforest/beach soundscapes</p> <p>Junk orchestra (recycling)</p>	<p>Caribbean music</p> <p>Musicals</p>



## Whole School Progression of Skills

Whole School Progression of Skills				
Area of Music	Controlling sounds through singing and playing (performing)	Creating and developing musical ideas (composing)	Responding and reviewing (appraising)	Listening and applying knowledge and understanding
	<p>Take part in singing with increased confidence and control of pitch and rhythm.</p> <p>Follow instructions on how and when to sing/play an instrument with increased accuracy.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch (high and low).</p> <p>Begin to follow pitch movements with hands using high/middle/low.</p>	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low: pitch, loud and quiet: dynamics, fast and slow: tempo, quality of the sounds – smooth, crisp, scratchy, rattling: timbre)</p> <p>Be able to contribute to a class composition.</p>	<p>Hear the pulse in music.</p> <p>Hear different moods in music. Identify texture – one sound or several sounds?</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>Listen for different types of sounds.</p> <p>Know how sounds are made and changed.</p> <p>Make sounds with a slight difference.</p> <p>Use the voice in different ways to create different effects.</p>
<b>Key Vocabulary</b>	<p>Pulse/beat, rhythm, pitch, structure, dynamics, timbre, texture, tempo, melodic shape, genre, instrument.</p> <p>Speed, fast, slow, high, low, long, short, smooth, spiky, pop, classical, score.</p> <p>Names of musical instruments: xylophone, chime bars, claves, wood block, tambour, tambourine, maraca, rainstick, boomwhackers, beaters, triangle, bells, cabasa, drum, shaky egg.</p> <p>Orchestra, piano, guitar, violin, viola, cello, double bass, clarinet, saxophone, flute, recorder, oboe, bassoon, trumpet, trombone, tuba, french horn, harp, organ, conductor, audience, signs, symbols.</p>			



Whole School Progression of Skills

	Autumn			Spring			Summer	
Year 2	Term 1 Down on the Farm	Term 2a Crash! Bang!	Term 2b Winter Wonderland	Term 3a Breaking news!	Term 3b Chinese New Year	Term 4 It's all Magic!	Term 5 Climate Change!	Term 6 When I grow up!
<b>Music Topics</b>	African Music  Traditional songs/chants  Harvest songs/music	Classical music that is dramatic (dynamics)  Samba music  Traditional Indian music	Christmas music (carols and pop music)  The Nutcracker	Storytelling and Music  Sound effects  Film/TV Music	Chinese music	Fairy Tale music  Songwriting (poem links)	Classical music inspired by nature-rainforest/beach soundscapes  Junk orchestra (recycling)	Caribbean music  Musicals
<b>Area of Music</b>	<b>Controlling sounds through singing and playing</b> (performing)		<b>Creating and developing musical ideas</b> (composing)		<b>Responding and reviewing</b> (appraising)		<b>Listening and applying knowledge and understanding</b>	
	<p>Sing songs in an ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding when to breathe and how to use the voice expressively.</p> <p>Begin to sing in different languages.</p> <p>Perform in an ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p>		<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure – beginning/ending).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds (rhythmic patterns (duration)</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p>		<p>Identify the pulse in music and recognise changing speeds.</p> <p>Recognise changes in timbre (sound quality: smooth, crisp, scratchy, rattling, tinkling etc., dynamics: loud and quiet, tempo: fast and slow, pitch: high and low.)</p> <p>Start to recognise different instruments.</p>		<p>Listen carefully and recall short rhythmic and melodic patterns.</p> <p>Use changes in dynamics, timbre and pitch to organise music.</p> <p>Change sounds to suit a situation.</p> <p>Make own sounds and symbols to make and record music.</p> <p>Start to look at basic formal notation – play by ear first.</p> <p>Know music can be played or listened to for a variety of purposes (in history/different cultures).</p>	



### Whole School Progression of Skills

	Follow pitch movements with increased confidence.	Start to compose with 2 or 3 notes.	Make interesting observations about music that has been listened to.	
<b>Key Vocab</b>	<p>Pulse/beat, rhythm, pitch, structure, dynamics, timbre, texture, tempo, melodic shape, genre, instrument.</p> <p>Speed, fast, slow, high, low, long, short, smooth, spiky, pop, classical, score, ensemble, musical patterns, improvisation.</p> <p>Names of musical instruments: xylophone, chime bars, claves, wood block, tambour, tambourine, maraca, rainstick, boomwhackers, beaters, triangle, bells, cabasa, drum, shaky egg.</p> <p>Orchestra, piano, guitar, violin, viola, cello, double bass, clarinet, saxophone, flute, recorder, oboe, bassoon, trumpet, trombone, tuba, french horn, harp, organ, conductor, audience, signs, symbols.</p>			



Whole School Progression of Skills  
**RE**

<https://democracy.kent.gov.uk/documents/s39059/Kent%20RE%20Syllabus.pdf>

	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
<b>Theme</b>	Down on the Farm	Crash! Bang!  Winter Wonderland	Breaking News!  Chinese New Year Festival	It's all Magic (fairy-tale focus)	Climate Change!	When I grow up!
<b>RE Focus Topic (EYFS - Christianity all year)</b>	Christianity Bible Stories	Christianity Diwali (The story of Daniel)  The story of Jesus - Christmas	Christianity Easter  Noah's Ark		Christianity (EYFS)  Judaism (Year 1)  Hinduism (Year 2)	
<b>EYFS</b>	Talk about places, times, feelings, what people do	Recognise/recall some simple stories Recognise and describe special times or events for family or friends	Talk about their thoughts and feelings Shows interest in different ways of life		To know similarities and differences between themselves and others and among families, communities and traditions Talk about past and present events Know that other children have different beliefs	
<b>EYFS Key Vocabulary</b>	<i>Jesus, Bible, God, story</i>	<i>Christmas, celebration, Jesus, Bethlehem, stable</i>	<i>Easter, Noah, arc, animals, Jesus, flood, pairs, two</i>		<i>tradition, similar, difference, community, past, present, belief</i>	
<b>Year 1</b>	Recognise features of religious life and practice To listen to stories that Jesus told and be able to answer simple questions about them	Recall features of religious, spiritual and moral stories To know some stories about Jesus, especially his childhood	Recognise some religious symbols and words, identify aspects of own feelings and experiences		To retell simple stories e.g. Moses in the Bulrushes, David and Goliath, to have an understanding of some of the Judaism celebrations e.g.	



### Whole School Progression of Skills

	To have an understanding of special buildings e.g. church and symbols				Shabbat, Sukkot, Hanukkah,	
<b>Year 2</b>	To be able to talk about stories that Jesus told and the message behind them, asking questions and offering ideas of their own	To retell religious, spiritual and moral stories and make links between what is taught and what their own belief is  To understand why the Bible is special to Christians	Identify some religious practices, suggest meanings in religious symbols, language and stories  Respond sensitively to the experiences of others, including those with a faith		To know that one God can have different names and images Identify how religion and belief is expressed in different ways - Respond sensitively to the values and concerns of others - Understand that some questions cause people to wonder and are difficult to answer	
<b>KS1 Key Vocabulary</b>	Jesus, Bible, Christian, miracle, Gospel, disciple, New Testament	Jesus, Christ, Lord, teacher, God, Christmas, church, celebration	Faith, cross, resurrection, Good Friday, Last Supper, worship		Judaism - promise, land, beliefs, Sabbath, values, celebration, symbol  Hinduism - Diwali, Rangoli, festival, Rama, Sita, Ganesh, light, darkness, ceremony	