

Progression of Skills at Whittlefield Primary School



Subject: Art	By the end of KS1	By the end of LKS2	By the end of UKS2
Developing ideas	<ul style="list-style-type: none">• Respond to ideas and starting points• Explore ideas and collect visual information• Explore different methods and materials as ideas develop	<ul style="list-style-type: none">• Develop ideas and starting points.• Collect information, sketches and resources and present ideas in a sketch book.• Adapt and refine ideas as they progress• Explore ideas in a variety of ways• Comment on art works, using visual language	<ul style="list-style-type: none">• Develop and imaginatively extend ideas and starting points throughout the curriculum• Collect information, sketches and resources and present ideas imaginatively in a sketch book• Use the quality of materials to enhance ideas• Spot potential in unexpected results as work progresses• Comment on artworks with a fluent grasp of visual language

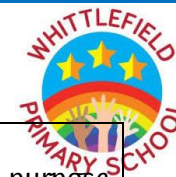
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<p>Painting</p>	<ul style="list-style-type: none"> • Use thick and thin brushes • Make secondary colours from primary colours • Add white to colours to make tints and black to make tones • Create colour wheels 	<ul style="list-style-type: none"> • Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolours to produce washes for backgrounds then add detail • Experiment with creating mood with colour 	<ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of water colour or acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists
<p>Collage</p>	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> • Mix textures • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques



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<p>Sculpture</p>	<ul style="list-style-type: none"> • Use a combination of shapes • Include lines and texture • Use rolled up paper, straws, paper card and clay as materials • Use techniques such as rolling, cutting, moulding and carving 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms • Include texture that conveys feeling expression or movement • Use clay and other mouldable materials • Add materials to provide interesting detail 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve shapes, texture and pattern • Combine visual and tactile qualities • Use frameworks such as: wire or moulds to provide stability or form
<p>Drawing</p>	<ul style="list-style-type: none"> • Draw lines of different size or thickness • Colour own work neatly, following the lines • Show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need for a rubber for mistakes) • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work • Use lines to represent movement
<p>Printing</p>	<ul style="list-style-type: none"> • Use repeating or overlapping shapes 	<ul style="list-style-type: none"> • Use layers of two or more colours 	<ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail



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	<ul style="list-style-type: none"> Mimic print from the environment Use objects to create prints Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> Replicate patterns observed in the natural or built environment Make printing blocks (coiled string on a block) 	<ul style="list-style-type: none"> Use a range of visual elements to reflect the purpose of the work
Textiles	<ul style="list-style-type: none"> Use weaving to create patterns Join materials use glue or a stitch Use plaiting Use dip dye techniques 	<ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and gather fabric 	<ul style="list-style-type: none"> Show precision in techniques Choose from a range of stitching techniques Combines previously learned techniques to create pieces
Digital Media	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> Create images, video and sound recording and explain why they were created. 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations)
Artists and Designers	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of the artist studied to create pieces 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by the study of others 	<ul style="list-style-type: none"> Give details about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and other artists

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- Create original pieces that show a range of influences and styles

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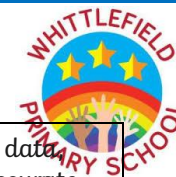


Subject: Computing	By the end of KS1	By the end of LKS2	By the end of UKS2
<p>Multimedia text and images</p>	<ul style="list-style-type: none"> • add text strings, text boxes and show and hide objects and images, manipulating the features; • use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; • use applications and devices in order to communicate ideas, work, messages and demonstrate control; • save, retrieve and organise work; • use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, 	<ul style="list-style-type: none"> • create different effects with different technological tools, demonstrating control; • use appropriate keyboard commands to amend text on a device; • use applications and devices in order to communicate ideas, work, and messages; • save, retrieve and evaluate work, making amendments; • insert a picture/text/graph/hyperlink from the internet or a personal file; • use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, 	<ul style="list-style-type: none"> • use the skills already developed to create content using unfamiliar technology; • select, use and combine the appropriate technology tools to create effect; • review and improve their own work and support others to improve their work; • save, retrieve and evaluate their work, making amendments; • insert a picture/text/graph/hyperlink from the internet or personal file; • use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.



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	click, button, double click, drag, present.	create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.	
Multimedia sound and motion	<ul style="list-style-type: none"> • use software to record sounds; • change sounds recorded; • save, retrieve and organise work; • use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. 	<ul style="list-style-type: none"> • use software to record, create and edit sounds and capture still images; • change recorded sounds, volume, duration and pauses; • use software to capture video for a purpose; • crop and arrange clips to create a short film; • plan an animation and move items within each animation for playback; • use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame. 	<ul style="list-style-type: none"> • collect audio from a variety of resources including own recordings and internet clips; • use a digital device to record sounds and present audio; • trim, arrange and edit audio levels to improve quality; • publish their animation and use a movie editing package to edit/refine and add titles; • use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.
Handling data	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • talk about the different ways data can be 	<ul style="list-style-type: none"> • construct data on the most appropriate application;



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		<p>organised;</p> <ul style="list-style-type: none"> • sort and organise information to use in other ways; • search a ready-made database to answer questions; • use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table. 	<ul style="list-style-type: none"> • know how to interpret data including spotting inaccurate data and comparing data; • use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; • add data to an existing database; • use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.
<p>Technology in our lives</p>	<ul style="list-style-type: none"> • recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; • use links to websites to find information; • recognise age-appropriate websites; • use safe search filters; • use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, 	<ul style="list-style-type: none"> • explain ways to communicate with others online; • describe the world wide web as the part of the internet that contains websites; • add websites to a favourites list; • use search tools to find and use an appropriate website and content; • use strategies to improve results when searching online; • use key vocabulary to demonstrate knowledge and 	<ul style="list-style-type: none"> • search for information using appropriate websites and advanced search functions within Google; • use strategies to check the reliability of information (cross-check with another source such as books); • talk about the way search results are selected and ranked; • check the reliability of a website, including the photos on site; • tell you about copyright and



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	<p>address, communicate, sender, safe, secure.</p>	<p>understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.</p>	<p>acknowledge the sources of information;</p> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.
<p>Coding and programming</p>	<ul style="list-style-type: none"> give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; control the nature of events: repeat, loops, single events and add and delete features; give a set of instructions to follow and predict what will happen; improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, 	<ul style="list-style-type: none"> use logical thinking to solve an open-ended problem by breaking it up into smaller parts; write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged; use variables to create an effect, e.g. repetition, if, when, loop; use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, 	<ul style="list-style-type: none"> use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognise when it needs to be debugged; use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop,

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	<p>instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.</p>	<p>algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p>backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>
<p>Online safety</p>	<ul style="list-style-type: none"> • identify what things count as personal information; • identify what is appropriate and inappropriate behaviour on the internet; • agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; • seek help from an adult when they see something that is unexpected or worrying; • demonstrate how to safely open and close applications and log on and log off from websites; • use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, 	<ul style="list-style-type: none"> • reflect on their own digital footprint and behaviour online; • identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; • agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; • seek help from an adult when they see something that is unexpected or worrying; • demonstrate understanding of age-appropriate websites and adverts; • use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, 	<ul style="list-style-type: none"> • protect their password and other personal information; • be a good online citizen and friend; • judge what sort of privacy settings might be relevant to reducing different risks; • seek help from an adult when they see something that is unexpected or worrying; • discuss scenarios involving online risk; • use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.



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	accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.	tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.	
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Subject: Design Technology	By the end of KS1	By the end of LKS2	By the end of UKS2
Design	<ul style="list-style-type: none"> • To design purposeful, functional and appealing products for themselves (Year 1) and others (Year 2) based on design criteria. • To generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> • To use research to design products that are fit for a purpose, aimed at particular individuals or groups. • To generate, develop, and communicate their ideas through discussion, annotated sketches and information and communication technology. • Create a design criteria 	<ul style="list-style-type: none"> • To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Create a design criteria
Make	<ul style="list-style-type: none"> • To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). • To select from and use a wide range of materials and components, including constructions materials, textiles (Year 2) and ingredients (Year 1), 	<ul style="list-style-type: none"> • To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, 	<ul style="list-style-type: none"> • To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients,

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	according to their characteristics.	according to their characteristics.	according to their functional properties and aesthetic qualities.
Evaluate	<ul style="list-style-type: none"> To explore (Year 1) and evaluate (Year 2) a range of existing products. To evaluate their ideas and products (Year 1) against design criteria (Year 2). 	<ul style="list-style-type: none"> To investigate a range of existing products. To evaluate their ideas and products against the design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world (Year 6).
Technical knowledge	<ul style="list-style-type: none"> To build structures, exploring how they can be made stronger, stiffer and more stable (Year 1). To explore and use mechanisms (levers, sliders, wheels and axles) in their products (Year 2). 	<ul style="list-style-type: none"> To develop their understanding of how to strengthen, stiffen and reinforce structures. To explore and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 3). To explore and use electrical systems in their products (series circuits incorporating switches, bulbs, and buzzers) (Year 4). 	<ul style="list-style-type: none"> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Year 5). To understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 5). To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) (Year 6). To apply their understanding of computing to programme, monitor and control their products (Year 6).



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Cooking and Nutrition

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| <h3>Cooking and Nutrition</h3> | <ul style="list-style-type: none">• Use the basic principles of a healthy and varied diet to prepare dishes.• Understand where food comes from. | <ul style="list-style-type: none">• Understand and apply the principles of a healthy and varied diet• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet• Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]• Understand the source, seasonality and characteristics of a broad range of ingredients. | <ul style="list-style-type: none">• Understand and apply the principles of a healthy and varied diet• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet• Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]• Understand the source, seasonality and characteristics of a broad range of ingredients. |
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Subject: French	By the end of KS1	By the end of LKS2	By the end of UKS2
Listening and speaking		<p>Children can:</p> <ul style="list-style-type: none"> • repeat modelled words; • listen and show understanding of single words through physical response; • repeat modelled short phrases; • listen and show understanding of short phrases through physical response. • recognise a familiar question and respond with a simple rehearsed response; • ask and answer a simple and familiar question with a response; • express simple opinions such as likes, dislikes and preferences; • ask and answer at least two simple and familiar questions with a response. • name objects and actions and may link words with a simple connective; • use familiar vocabulary to say a short sentence using a language scaffold; 	<p>Children can:</p> <ul style="list-style-type: none"> • listen and show understanding of simple sentences containing familiar words through physical response; • listen and understand the main points from short, spoken material in French; • listen and understand the main points and some detail from short, spoken material in French. • engage in a short conversation using a range of simple, familiar questions; • ask and answer more complex questions with a scaffold of responses; • express a wider range of opinions and begin to provide simple justification; • converse briefly without prompts. • say a longer sentence using familiar language; • use familiar vocabulary to say several longer sentences using a language scaffold; • refer to everyday activities and interests, recent experiences and future plans; • vary language and produce extended responses.

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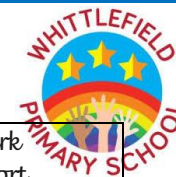


		<ul style="list-style-type: none"> • speak about everyday activities and interests; • refer to recent experiences or future plans. • identify individual sounds in words and pronounce accurately, when modelled; • start to recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions or give instructions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. • name nouns and present a simple rehearsed statement to a partner; • present simple rehearsed statements about themselves, objects and people to a partner; • present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. • say simple familiar words to describe people, places, things and actions using a model; • say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; 	<ul style="list-style-type: none"> • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; • adapt intonation, for example to mark questions and exclamations. • manipulate familiar language to present ideas and information in simple sentences; • present a range of ideas and information, using prompts, to a partner or a small group of people; • present a range of ideas and information, without prompts, to a partner or a group of people. • say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions.
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		<ul style="list-style-type: none"> say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	
<p style="color: blue; font-style: italic;">Reading and Writing</p>		<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English. identify individual sounds in words and pronounce accurately when modelled; start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. write single familiar words from 	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material; read and understand the main points and some detail from short, written material. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;



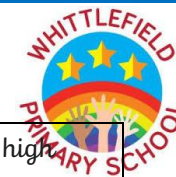
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		<p>memory, with understandable accuracy;</p> <ul style="list-style-type: none"> • write familiar short phrases from memory, with understandable accuracy; • replace familiar vocabulary in short phrases written from memory to create new short phrases. • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> • adapt intonation for example to mark questions and exclamations in a short, written passage. • write a simple sentence from memory using familiar language; • write several sentences from memory with familiar language with understandable accuracy; • replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. • write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Stories, Songs, Poems and Rhymes</p>		<p>Children can:</p> <ul style="list-style-type: none"> • listen and identify specific words in songs and rhymes and demonstrate understanding; • listen and identify specific phrases in songs and rhymes and demonstrate understanding. • join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> • listen and identify rhyming words and specific sounds in songs and rhymes; • follow the text of familiar songs and rhymes, identifying the meaning of words; • read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. • follow the text of a familiar song or story; • follow the text of a familiar song or story and sing or read aloud;

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			<ul style="list-style-type: none"> understand the gist of an unfamiliar story, or song using familiar language and sing or read aloud.
<p>Grammar</p>		<p>Children can:</p> <ul style="list-style-type: none"> show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; recognise and use partitive articles; name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; use a simple negative form (ne... pas); show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; recognise and use the first person possessive adjectives (mon, ma, mes); recognise a high frequency verb in 	<p>Children can:</p> <ul style="list-style-type: none"> identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; explain and use elision; state the differences and similarities with English; recognise and use the simple future tense of a high frequency verb; compare with English; recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions;



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		<p>the imperfect tense and in the simple future and use as a set phrase;</p> <ul style="list-style-type: none">• conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement;• use simple prepositions in their sentences;• use the third person singular and plural of the verb 'être' in the present tense.	<ul style="list-style-type: none">• use the third person plural of a few high frequency verbs in the present tense;• name all subject pronouns and use to conjugate a high frequency verb in the present tense;• recognise and use a high frequency verb in the perfect tense; compare with English;• follow a pattern to conjugate a regular verb in the present tense;• p choose the correct tense of a verb (present/perfect/imperfect/future) according to context
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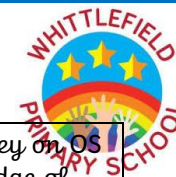


Subject: Geography	By the end of KS1	By the end of LKS2	By the end of UKS2
Location and Places	<ul style="list-style-type: none"> • To name and locate the seven continents and five oceans • To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas • To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting, non-European country. (Y1) 	<ul style="list-style-type: none"> • To locate the worlds countries, focussing on Europe, concentrating on environmental regions, key physical and human characteristics, and major cities. • To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) (Y4) • To identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn (Y3) • To understand geographical similarities and differences through a study of a region of UK with a region of a European Country 	<ul style="list-style-type: none"> • To locate the worlds countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities. • To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time. (Y5) • To identify position and significance of latitude, longitude, Artic and Antarctic Circle, The Prime/Greenwich Meridian and time zones (Y6) • To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a

Progression of Skills at Whittlefield Primary School



			region within North or South America.
<i>Physical and Human processes</i>	<ul style="list-style-type: none"> To understand seasonal and daily weather patterns in UK To understand location of hot and cold areas of the world in relation to the Equator and North and South poles To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop (Y2) 	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography: climate zones, rivers, mountains To describe and understand key aspects of human geography: types of settlement and land use. 	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes, the water cycle To describe and understand key aspects of human geography: trade links, distribution of natural resources (energy, food, minerals, water)
<i>Interpreting geographical information</i>	<ul style="list-style-type: none"> To use world maps, atlases and globes to identify UK and its countries as well as any other countries studied. To use simple compass directions (NESW) and simple directional language 	<ul style="list-style-type: none"> To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 4 figure grid references To use simple symbols and key on OS maps 	<ul style="list-style-type: none"> To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 8 figure grid references



Progression of Skills at Whittlefield Primary School

	<ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		<ul style="list-style-type: none"> To use symbols and key on OS maps to build knowledge of UK and wider world
Fieldwork	<ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of the school and its grounds To study the key features of the schools surrounding environment 	<ul style="list-style-type: none"> To use fieldwork to observe measure and record human and physical features in the local area 	<ul style="list-style-type: none"> Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Communicate geographically	<ul style="list-style-type: none"> To devise a simple map using basic symbols and a key To describe routes on a map 	<ul style="list-style-type: none"> To create maps using symbols and keys of the local area 	<ul style="list-style-type: none"> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

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Subject: History	By the end of KS1	By the end of LKS2	By the end of UKS2
British history	<ul style="list-style-type: none"> • To find out about changes within living memory (<i>linked to aspects of change in national life</i>) • To know about significant national events beyond living memory (<i>e.g. Great Fire of London</i>) • To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - <i>scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</i> 	<ul style="list-style-type: none"> • To know about changes in Britain from the Stone Age to the Iron Age. (<i>e.g. bronze age religion – Stonehenge</i>) y3 • To study the Roman Empire and its impact on Britain y4 • To carry out a depth study of an aspect of the local history or how a locality has changed over time (<i>beyond 1066</i>) y4 	<ul style="list-style-type: none"> • To have knowledge of Britain's settlement by Anglo-Saxons and Scots (<i>e.g. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>) y5 • To study an aspect or theme in British history beyond 1066. (<i>e.g. WWII</i>)
World history	<ul style="list-style-type: none"> • To know about events beyond living memory globally (<i>e.g. first aeroplane flight</i>) 	<ul style="list-style-type: none"> • To know about the achievements of early civilizations <i>e.g. Ancient Egypt, The Indus Valley</i> y3 	<ul style="list-style-type: none"> • To study one contrasting non-European society <i>e.g. Mayan civilization</i> year 5



Progression of Skills at Whittlefield Primary School

<p>Chronology</p>	<ul style="list-style-type: none"> To place events and artefacts in order on a time line. To label time lines with words or phrases such as: past, present, older and newer. To recount changes that have occurred in their own lives. To use dates where appropriate. 	<ul style="list-style-type: none"> To study Ancient Greece and their influence on the western world y4 To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time, representing this, along with evidence, on a time line. To use dates and terms to describe events. 	<ul style="list-style-type: none"> To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). To identify periods of rapid change in history and contrast them with times of relatively little change. To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. To use dates and terms accurately in describing events.
<p>Communicate historically</p>	<ul style="list-style-type: none"> To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. To show an understanding of the concept of nation and a nation's history. To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> To use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. To use literacy, numeracy and computing skills in order to communicate information about the past. 	<ul style="list-style-type: none"> To use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. To use literacy, numeracy and computing skills to a good standard in order to

Progression of Skills at Whittlefield Primary School



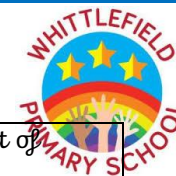
			<p>communicate information about the past.</p> <ul style="list-style-type: none">• To use original ways to present information and ideas.
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Progression of Skills at Whittlefield Primary School



Subject: Music	By the end of KS1	By the end of LKS2	By the end of UKS2
<p><i>Listen and Appraise</i></p>	<ul style="list-style-type: none"> • To listen with direction. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music. • To start to use the correct musical language to suit the style of music being learnt about. • To start to recognise different instruments. • To start to recognise and explore varied musical styles and traditions and their basic style indicators. • To start to develop an understanding of the history and context of music. • Listen to high quality live and recorded music 	<ul style="list-style-type: none"> • To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To build on the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the 	<ul style="list-style-type: none"> • To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To use the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To confidently recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the

Progression of Skills at Whittlefield Primary School

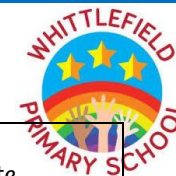


		<p>history and context of music.</p> <ul style="list-style-type: none"> • Listen and recall sounds 	<p>history and context of music.</p> <ul style="list-style-type: none"> • Listen with attention to detail and
<p><i>Perform</i></p>	<ul style="list-style-type: none"> • To work together in an ensemble/band. • To appreciate the importance of starting and ending together by learning to follow the conductor/band leader. • To sing and play instruments to an audience. 	<ul style="list-style-type: none"> • To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with the beginnings of control and accuracy to an audience. • To improvise with growing confidence as part of a performance. • To appreciate that performance can influence how music is presented. 	<ul style="list-style-type: none"> • To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with control and accuracy to an audience. • To improvise confidently as part of a performance. • To appreciate that performance can influence how music is presented.



Progression of Skills at Whittlefield Primary School

<p>Sing</p>	<ul style="list-style-type: none"> To learn appropriate songs, rhymes and raps for their age group. To understand the importance of warming up their voices, good posture and projecting their voices. To start to sing in two parts. 	<ul style="list-style-type: none"> To have a good understanding of working together in an ensemble or as a group singing. To understand the importance of warming up their voices, good posture and projecting their voices. To sing songs and melodies musically, with increasing difficulty and growing musical understanding. To sing in two parts 	<ul style="list-style-type: none"> To have a solid understanding of working together in an ensemble or as a group singing. To understand the importance of warming up their voices, good posture and projecting their voices. To sing songs and melodies musically, with increasing difficulty and solid musical understanding. To sing in two parts, understanding how the two parts fit together.
<p>Learn to play a musical instrument</p>	<ul style="list-style-type: none"> To use classroom percussion (tuned and untuned) to play accompaniments and tunes, using correct techniques. Y1 To improvise and compose (explore and create musical sounds). Y2 To play different parts within a band or ensemble. Y2 	<ul style="list-style-type: none"> To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. To improvise and compose (explore and create musical sounds). To play different parts within a band or ensemble. To play and perform in solo. 	<ul style="list-style-type: none"> To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. To improvise and compose (explore and create musical sounds). To play different parts within a band or ensemble. To play and perform in solo.



Progression of Skills at Whittlefield Primary School

<h3 style="color: #4F81BD;">Improvisation</h3>	<ul style="list-style-type: none"> • To explore and create musical sound with their voices and instruments. Y1 • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). Y2 • To improvise within a group at first, building up to individual work. Y2 	<ul style="list-style-type: none"> • To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 2 notes and building to 3. 	<ul style="list-style-type: none"> • To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 5 notes or a pentatonic scale. • To understand musical improvisation – a melody or tune that makes sense
<h3 style="color: #4F81BD;">Composition</h3>	<ul style="list-style-type: none"> • To begin to create their own tunes and melodies within the context of the song they are learning. Y2 • To start composing using two notes, increasing to three notes and beyond if required. Y2 • To record compositions in any appropriate ways. Y1/2 <ul style="list-style-type: none"> • To notate music in different ways – using 	<ul style="list-style-type: none"> • To create their own tunes and melodies within the context of the song they are learning. • To compose using three notes and beyond if required. • To record compositions in any appropriate ways. • To notate music in different ways – using 	<ul style="list-style-type: none"> • To create their own tunes and melodies within the context of the song they are learning. • To compose using five notes. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT and with formal notation.



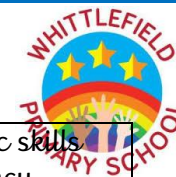
Progression of Skills at Whittlefield Primary School

	graphic/pictorial notation, ICT or with formal notation if appropriate.Y2	graphic/pictorial notation, ICT or with formal notation.	
<p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<ul style="list-style-type: none"> • To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. • To start to find the pulse within a context of different songs/pieces of music. • To begin to understand, by copying, that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To begin to understand that pitch is high and low sounds. • To start to understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation. 	<ul style="list-style-type: none"> • To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed. • To find the pulse within a context of different songs/pieces of music. • To understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds. • To understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation. 	<ul style="list-style-type: none"> • To start to find the pulse within a context of different songs/pieces of music with ease. • To begin to understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds. • To understand how pulse, rhythm and pitch work together. • To understand the basics of formal notation

Progression of Skills at Whittlefield Primary School



Subject: PE	By the end of KS1	By the end of LKS2	By the end of UKS2
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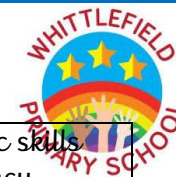
Progression of Skills at Whittlefield Primary School

<p><u>Games</u></p>	<p>➤ Perform fundamental movement skills at a developing level and master some basic movements in:</p> <ul style="list-style-type: none"> -Travelling skills -Receiving skills -Sending skills <p><u>Year 1</u></p> <ul style="list-style-type: none"> ➤ Side gallop ➤ Underarm throw ➤ Running ➤ Rolling a ball ➤ Bounce a ball ➤ Catch a ball ➤ Running <p><u>Year 2</u></p> <ul style="list-style-type: none"> ➤ Underarm throw ➤ Catching ➤ Running ➤ Dodging ➤ Throw ➤ Catch ➤ Strike a ball ➤ Side gallop ➤ Running ➤ Strike a ball off a tee ➤ Strike with a drop feed ➤ Catch ➤ Overarm throw 	<p>➤ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p> <p><u>Year 3</u></p> <p>Invasion games skills through:</p> <ul style="list-style-type: none"> ▶ Three touch ball (netball) – running, dodging, Chest pass, Bounce pass, Catching a ball ▶ Three touch ball (rugby) – running, dodging, swing pass, Catching a ball ▶ Three touch ball (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball <p><u>Year 4</u></p> <p>Invasion games skills through:</p> <ul style="list-style-type: none"> ▶ On the Attack (basketball) – running, chest pass, bounce pass, dribbling a ball. ▶ On the attack (rugby) – running, dodging, swing pass, Catching a ball ▶ On the attack (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball, shooting a ball. 	<p>➤ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p><u>Year 5</u></p> <p>Invasion games skills through:</p> <ul style="list-style-type: none"> ▶ Year 5 core task (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, ▶ Year 5 core task (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Year 5 core task (hockey): - running, push pass, dribbling, receiving a pass, shooting. <p><u>Year 6</u></p> <p>Invasion games skills through:</p> <ul style="list-style-type: none"> ▶ Calling the shots' (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting, ▶ Calling the shots' (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Calling the shots' (hockey): - running, push pass, dribbling, receiving a pass, shooting.
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Progression of Skills at Whittlefield Primary School

<p>Dance</p>	<ul style="list-style-type: none"> ➤ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. ➤ Perform fundamental movement skills as a developing level and start to master some basic movements ➤ Perform body actions with control and coordination and perform short dances, showing and understanding of expressive qualities. <p>Body Actions</p> <ul style="list-style-type: none"> ▶ Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness ▶ Copy simple movement patterns ▶ Show and tell using body actions to explore moods, ideas and feelings. ▶ Vary speed, strength, energy and tension of their movements. 	<ul style="list-style-type: none"> ➤ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. ➤ Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment. 	<ul style="list-style-type: none"> ➤ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. ➤ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
	<ul style="list-style-type: none"> ▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. ▪ To perform more complex dance phrases that communicates character and narrative. ▪ To perform in a whole class performance. 		



Progression of Skills at Whittlefield Primary School

Gymnastics

- Perform fundamental movement skills at a developing level and start to master some basic movements in:
 - Travelling skills
 - Perform body actions with control and coordination

Year 1

- ▶ Shape – Wide, thin
- ▶ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards.
- ▶ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.
- ▶ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.
- ▶ Jumping and Landing – 2 -2 for height
- ▶ Rolling - Rocking on back, pencil, egg rolls,
- ▶ Apparatus

Year 2

- ▶ Shape – Wide, thin, dish, arch, tuck
- ▶ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards.
- ▶ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.
- ▶ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.
- ▶ Jumping and Landing
- ▶ Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.
- ▶ Apparatus

- Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.

Year 1

- ▶ Travel – i.e Feet & hands and feet
- ▶ Balance – i.e. small body parts
- ▶ Jump – i.e 2 foot jump and land
- ▶ Rolling – basic rolls
- ▶ Apparatus

- ▶ Travel – i.e Feet & hands and feet
- ▶ Balance – i.e. large body parts, dish and arch, one foot balance
- ▶ Jump – different shapes when jumping. Jump $\frac{1}{4}$ & $\frac{1}{2}$ tum
- ▶ Rolling – basic rolls
- ▶ Apparatus

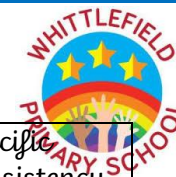
Year 2

- ▶ Travel – i.e. Feet & hands and feet
- ▶ Balance – i.e. partner balance (counter balance)
- ▶ Jump – different ways of jumping and landing with shape
- ▶ Rolling – basic rolls
- ▶ Apparatus

- ▶ Travel – i.e. Feet & hands and feet
- ▶ Balance – i.e. partner and group balance (counter balance)
- ▶ Jump – different ways of jumping and landing with shape
- ▶ Rolling – basic rolls
- ▶ Apparatus

- Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.

- ▶ Travel – i.e. Feet & hands and feet
- ▶ Balance – i.e. partner balance (counter balance)
- ▶ Jump – different ways of jumping and landing with shape
- ▶ Rolling – basic rolls
- ▶ Apparatus



Progression of Skills at Whittlefield Primary School

<p><i>Athletics</i></p>	<p>➤ Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> ▶ Running ▶ Hopping ▶ Rolling a ball ▶ Underhand throw ▶ Jumping <p><u>Year 2</u></p> <ul style="list-style-type: none"> ▶ Running ▶ Underarm throw ▶ Overarm throw ▶ Push throw ▶ Jumping for distance 	<p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <ul style="list-style-type: none"> ▶ Throwing – push, pull and sling ▶ Hop, step and jump ▶ Combination of jumping actions 	<p>➤ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <ul style="list-style-type: none"> ▶ Throwing – push, pull, sling and heave ▶ Jumping and landing in different ways ▶ Running for short and long distances ▶ Passing a baton in a relay
<p><i>Striking and Fielding</i></p>		<p>➤ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p> <ul style="list-style-type: none"> ▶ Strike a ball off a tee ▶ Bowl underarm ▶ Perform a straight drive ▶ Catch a ball ▶ Field a ball and return it quickly 	<p>➤ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <hr/> <ul style="list-style-type: none"> ▶ Bowl overarm ▶ Strike a bowled ball ▶ Field a ball and throw back overarm ▶ Strike a ball off a tee
<p><i>Net and Wall</i></p>		<p>➤ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>➤ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>

Progression of Skills at Whittlefield Primary School



		<ul style="list-style-type: none"> ▶ Ready position ▶ Underarm throw ▶ Overarm throw ▶ Hold a racket ▶ Strike a ball with a racket 	<ul style="list-style-type: none"> ▶ Throwing a ball ▶ Forehand ▶ Backhand ▶ Volley ▶ Underhand serve ▶ Hold a racket correctly
Target and Creative		<ul style="list-style-type: none"> ➤ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy. <ul style="list-style-type: none"> ▶ Dodging ▶ Catching ▶ Underhand throw ▶ Rolling a ball ▶ Overhand throw ▶ Propelling a ball ▶ Rolling a ball ▶ Underarm throw 	<ul style="list-style-type: none"> ➤ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. <ul style="list-style-type: none"> ▶ One handed throw ▶ Catching ▶ Dodging <hr/> ▶ A range of sending and receiving skills.
Outdoor and Adventurous Activities		<ul style="list-style-type: none"> ➤ Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control. <ul style="list-style-type: none"> ▪ Orientate a map ▪ Use a control card ▪ Navigate a course safely ▪ Travel and balance safely when carrying out challenges ▪ Demonstrates team work skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> ➤ Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed. <ul style="list-style-type: none"> ▪ Know how to keep the map "set or orientated" when they move around a simple course. ▪ Know the eight points of a compass. ▪ Record information accurately at the control marker. ▪ Navigate to a control marker on a score event course. <hr/> ▪ To set a map using a compass ▪ To practice and refine thumbing the set map (orientated).. ▪ To set a direction of travel from the map, using a compass. ▪ To follow instructions in order to complete an orienteering course.



Progression of Skills at Whittlefield Primary School

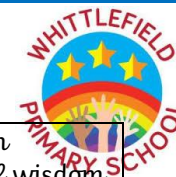
At Whittlefield, children swim in Years 1-4. Children who need to catch up will continue to swim in years 5 and 6.

Swimming	Swimming (Beginners- non- swimmers and developing swimmers)	Swimming (Developing and competent swimmers)
	In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.

Progression of Skills at Whittlefield Primary School



Subject: RE	Beliefs and Values	Living Religious Traditions	Shared Human Experiences	Search for Personal Meaning
Year 1	<ul style="list-style-type: none"> • give an example of a key belief and/or a religious story • give an example of a core value or commitment 	<ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious traditions • talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> • notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> • ask questions
Year 2	<ul style="list-style-type: none"> • retell and suggest meanings for religious stories and/or beliefs • use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> • identify and describe how religion is expressed in different ways • suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> • identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> • ask relevant questions • talk about their own identity and values
Year 3	<ul style="list-style-type: none"> • show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer 	<ul style="list-style-type: none"> • identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> • describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> • in relation to matters of right and wrong, recognise their own and others' values • discuss own questions and responses related to the question 'who should we follow – and why?'



Progression of Skills at Whittlefield Primary School

<p>Year 4</p>	<ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority
<p>Year 5</p>	<ul style="list-style-type: none"> make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> explain differing forms of expression and why these might be used describe diversity of religious practices and lifestyle within the religious tradition interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> explain (with appropriate examples) where people might seek wisdom and guidance consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> discuss and debate the sources of guidance available to them consider the value of differing sources of guidance
<p>Year 6</p>	<ul style="list-style-type: none"> analyse beliefs, teachings and values and how they are linked explain how the beliefs and values of a religious tradition might guide a believer through the journey of life explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression 	<ul style="list-style-type: none"> consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging discuss how people change during the journey of life 	<ul style="list-style-type: none"> raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments develop own views and ideas in response to learning demonstrate increasing self-awareness in their own personal development

Progression of Skills at Whittlefield Primary School



Subject: Science	EYFS	By the end of KS1	By the end of LKS2	By the end of UKS2
Plan	<ul style="list-style-type: none"> Choose the resources they need for their chosen activities and say when they do or don't need help 	<ul style="list-style-type: none"> Ask simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> Ask relevant questions and using different types of scientific enquiries to answer them → set up simple practical enquiries, comparative and fair tests 	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Do	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things Make observations of animals and plants Explore a variety of materials, tools and techniques, experimenting with colour, design, 	<ul style="list-style-type: none"> Observe closely, using simple equipment Perform simple tests Identify and classify 	<ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate



Progression of Skills at Whittlefield Primary School

	<p>texture, form and function.</p> <ul style="list-style-type: none"> Select and use technology for particular purposes 			
Record	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<ul style="list-style-type: none"> Gather and record data to help in answering questions 	<ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Review	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another → explain why some things occur and talk about changes 	<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such



Progression of Skills at Whittlefield Primary School

			<ul style="list-style-type: none">● Identify differences, similarities or changes related to simple scientific ideas and processes● Use straightforward scientific evidence to answer questions or to support their findings	<p>as displays and other presentations</p> <ul style="list-style-type: none">● Identify scientific evidence that has been used to support or refute ideas or arguments
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