

The Curriculum

Tolleshunt D'Arcy Academy

PART A:

Key questions and progression statements
(composites)



Part A : Key Questions and Progression Statements (composites)

Subject Index

<u>Reading</u>	<u>Religious Education</u>
<u>Writing</u>	<u>RSHE</u>
<u>Maths</u>	<u>P.E.</u>
<u>Science</u>	<u>Computing</u>
<u>Art</u>	<u>History</u>
<u>Design Technology</u>	<u>Geography</u>
<u>Music</u>	<u>Spanish</u>



Reading

Composite

Our reading curriculum is designed to help children to read fluently a wide range of different types of texts in different contexts for information, meaning and for pleasure and achieve or exceed the national expectations for reading.

Reading Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
Word reading Say a sound for each letter in the alphabet and at least 10 digraphs.	Word reading Respond speedily with correct sound to grapheme all 40+ phonemes including alternative sounds for graphemes.	Word reading Apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent.	Word reading Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in NC Appendix 1 to read and understand their meaning.
Word reading Read words consistent with their phonic knowledge by sound-blending.	Word reading Use knowledge of phonics to decode words and read by blending sounds in unfamiliar words containing grapheme phoneme correspondence.	Word reading Read accurately by blending sounds in words that contain graphemes taught especially recognising alternative sounds for graphemes.	Word reading Read further common exception words noting unusual spelling between spelling and sounds including wordlist (Y3/4) in the NC.
Word reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Word reading Read common exception words, noting unusual correspondence between spelling and sound.	Word reading Read accurately words of two or more syllables that contain the same graphemes as above.	
	Word reading Read words containing taught GPCs and s, es, ing, ed, er and est.	Word reading Read words containing common suffixes and further common exception words.	
	Word reading Read other words of more than one syllable that contain taught GPCs e.g. sunhat	Word reading Read further common exception words.	
	Word reading Read fluently aloud books that are consistent with their phonic knowledge that does not rely on other strategies to work out words	Word reading Read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation.	
	Word reading Re-read books to the point of fluency and confidence in word reading.	Word reading Re-read books to the point of fluency and confidence in word reading.	

Reading Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Comprehension Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Comprehension Listen to, discuss and express views about contemporary and classical poetry, stories and non-fiction at which they can read independently.	Comprehension Draw inferences and write about characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Comprehension Anticipate – where appropriate – key events in stories	Comprehension Link what they read or hear read to them to their own experiences.	Comprehension Discuss the sequence of events in books and how items of information are related.	Comprehension Identify how language, structure and presentation contribute to meaning.
Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Comprehension Retell familiar fairy stories and traditional tales.	Comprehension Retell a wider range of stories beyond familiar fairy stories and traditional tales	Comprehension Identify themes and conventions in a wide range of books.
	Comprehension Recognise and join in with predictable phrases and recite some rhymes and poems by heart.	Comprehension Recognise a non-fiction book from its structure.	Comprehension Identify main ideas drawn from more than one paragraph and summarising these.
	Comprehension Discuss word meanings, linking new meanings to those already known.	Comprehension Discuss and clarify the meaning of words and link new meanings to known vocabulary.	Comprehension Identifying, and discussing words and phrases that capture the reader's interest and imagination.
	Comprehension Draw on what they know and background knowledge and vocabulary provided by the teacher to aid understanding.	Comprehension Draw on what they know and background knowledge and vocabulary provided by the teacher to aid understanding.	Comprehension Check the text makes sense to them, ask questions, to aid understanding, discuss their understanding and explain the meaning of words in context.
	Comprehension Check the text makes sense as they read and self correct.	Comprehension Check the text makes sense as they read and self-correct.	Comprehension Predict what might happen from details stated and implied.

Reading Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
	Comprehension Discuss the significance of book titles and relate it to events.	Comprehension Make inferences on the basis of what is being said and done.	Comprehension Prepare poems and play scripts to read aloud showing understanding through intonation, tone, volume and action.
	Comprehension Make inferences based on what is said.	Comprehension Answer and ask questions.	Comprehension Recognising some different forms of poetry including free verse and narrative poetry
	Comprehension Predict what might happen on the basis of what has been read so far.	Comprehension Predict what might happen on the basis of what has been read so far.	Comprehension Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference books and text books.
	Comprehension Participate in discussion about what is read to them, taking turns and listening to others.	Comprehension Participate in discussion about what is read to them, taking turns and listening to others.	Comprehension Retell a wide range of stories orally including myths, legends and fairy stories.
	Comprehension Explain clearly their understanding of what is read to them.	Comprehension Explain and discuss their understanding of books, poems and other material that they read for themselves and what is read to them.	Comprehension Use dictionaries to check meaning of words they have read.
			Comprehension Participate in discussion about what is read to them, taking turns and listening to others.
			Comprehension Read books that are structured in different ways and reading for a range of purposes.

Reading Progression Statements



Upper Key Stage 2	Upper Key Stage 2	Upper Key Stage 2
Comprehension Retrieve, record and present information from non fiction.	Comprehension Listen to, discuss and write about a range of fiction, poetry, plays, non-fiction, reference books and text books.	Comprehension Ask questions to improve their understanding.
Comprehension Participate in discussion about what is read to them and those they can read building on their/others ideas and challenge courteously.	Comprehension Read books that are structured in different ways and reading for a range of purposes	Comprehension Draw inferences and write about character's feelings, thoughts and motives from their actions and justify inferences with evidence.
Comprehension Explain, discuss and write about their understanding of what they have read through formal presentations and debates making notes as necessary.	Comprehension Read and write about a range of books, including myths, legends, traditional tales, modern fiction, fiction from our literary heritage and other cultures and traditions.	Comprehension Predict and write about what might happen from details stated and implied.
Comprehension Provide and write reasoned justifications for their views.	Comprehension Discuss and write about themes and conventions across a range of writing.	Comprehension Summarise and write about main ideas drawn from more than one paragraph, identifying key details to support main ideas.
	Comprehension Make comparisons within books and across books.	Comprehension Identify and write about language, structure and presentation contribute to meaning.
	Comprehension Prepare poems and play scripts to read aloud showing understanding through intonation, tone, volume so that meaning is clear to the audience.	Comprehension Discuss, evaluate and write about how authors use of language, including figurative language impact on the reader.
	Comprehension Check the text makes sense to them, discuss their understanding and explain the meaning of words in context.	Comprehension Distinguish between fact and opinion

Writing Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
Writing Write recognisable letters, most of which are correctly formed.	Transcription Spell words containing each of the 40+ phonemes already taught	Transcription Spell by segmenting spoken words into phonemes and representing these by graphemes	Transcription Use further prefixes and suffixes and understand how to add them - see English appendix 1
Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters	Transcription Spell common exception words	Transcription Spell phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	Transcription Spell spell further homophones
Writing Write simple phrases and sentences that can be read by others.	Transcription Spell the days of the week	Transcription Spell common exception words	Transcription Spell words that are often misspelt - see English appendix 1
	Transcription Name the letters of the alphabet in order	Transcription Spell more words with contracted forms.	Transcription Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	Transcription Use letter names to distinguish between alternative spellings of the same sound	Transcription Spell using the possessive apostrophe (singular) [for example, the girl's book]	Transcription Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Transcription Add-s or -es as the plural marker for nouns and the third person singular marker for verbs	Transcription Distinguish between homophones and near-homophones	Transcription Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Transcription Use the prefix un- using and suffix -ing, -ed, -er and -est where no change is needed in the spelling of root words	Transcription Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly	Transcription Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

Writing Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
	Transcription Apply simple spelling rules and guidance, as listed in <u>English appendix 1</u>	Transcription Apply spelling rules and guidance, as listed in <u>English appendix 1</u>	
	Transcription Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Transcription Write from memory simple sentences dictated by the teacher that include words using the GPCs common exception words and punctuation taught so far	
	Handwriting Sit correctly at a table, holding a pencil comfortably and correctly	Handwriting Form lower-case letters of the correct size relative to one another	Handwriting Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	Handwriting Form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Handwriting Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
	Handwriting Form capital letters and form digits 0-9	Handwriting Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
	Handwriting Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways)	Handwriting Use spacing between words that reflects the size of the letters	

Writing Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
	Composition Say out loud what they are going to write about	Composition Write narratives about personal experiences and those of others (real and fictional)	Composition Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Composition Compose a simple sentence orally before writing it	Composition Write about real events	Composition Plan their writing by discussing and recording ideas
	Composition Sequence sentences to form short narratives	Composition Write poetry	Composition Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <u>English appendix 2</u>
	Composition Re-read what they have written to check that it makes sense	Composition Write for different purposes	Composition Organising paragraphs around a theme
	Composition Discuss what they have written with the teacher or other pupils	Composition Plan or say out loud what they are going to write about	Composition In narratives, creating settings, characters and plot
	Composition Read their writing aloud, clearly enough to be heard by their peers and the teacher	Composition Write down ideas and/or key words, including new vocabulary	Composition In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
		Composition Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	Composition Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Writing Progression Statements



Early Years	Key Stage 1 (Y1)	Key Stage 1 (Y2)	Lower Key Stage 2
	Vocabulary, grammar, punctuation Leave spaces between words	Composition Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Composition Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in NC Appendix 1 to read and understand their meaning.
	Vocabulary, grammar, punctuation Join words and joining clauses using 'and'	Composition Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Vocabulary, grammar, punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Composition Read aloud what they have written with appropriate intonation to make the meaning clear	Composition Proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Vocabulary, grammar, punctuation Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Vocabulary, grammar, punctuation Use both familiar and new punctuation correctly - see English appendix 2 , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Vocabulary, grammar, punctuation Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	Vocabulary, grammar, punctuation Learn the grammar for year 1 in English appendix 2	Vocabulary, grammar, punctuation Use sentences with different forms: statement, question, exclamation, command	Vocabulary, grammar, punctuation Using the present perfect form of verbs in contrast to the past tense
	Vocabulary, grammar, punctuation Use the grammatical terminology in English English appendix 2 in discussing their writing	Vocabulary, grammar, punctuation Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Vocabulary, grammar, punctuation Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
		Vocabulary, grammar, punctuation Use the present and past tenses correctly and consistently, including the progressive form	Vocabulary, grammar, punctuation Use conjunctions, adverbs and prepositions to express time and cause

Writing Progression Statements



Key Stage 1 (Y2)

Vocabulary, grammar, punctuation

Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Vocabulary, grammar, punctuation

Use the grammar for year 2 in English appendix 2

Vocabulary, grammar, punctuation

Use some features of written Standard English

Vocabulary, grammar, punctuation

Use and understand the grammatical terminology in English appendix 2 in discussing their writing

Lower Key Stage 2

Vocabulary, grammar, punctuation

Use fronted adverbials

Vocabulary, grammar, punctuation

Use the grammar for years 3 and 4 in [English appendix 2]

Vocabulary, grammar, punctuation

Indicate grammatical and other features by: using commas after fronted adverbials

Vocabulary, grammar, punctuation

Indicate possession by using the possessive apostrophe with plural nouns

Vocabulary, grammar, punctuation

Use and punctuate direct speech

Vocabulary, grammar, punctuation

Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Writing Progression Statements



Key Stage 1 (Y2)

Vocabulary, grammar, punctuation

Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Vocabulary, grammar, punctuation

Use the grammar for year 2 in English appendix 2

Vocabulary, grammar, punctuation

Use some features of written Standard English

Vocabulary, grammar, punctuation

Use and understand the grammatical terminology in English appendix 2 in discussing their writing

Lower Key Stage 2

Vocabulary, grammar, punctuation

Use fronted adverbials

Vocabulary, grammar, punctuation

Use the grammar for years 3 and 4 in [English appendix 2]

Vocabulary, grammar, punctuation

Indicate grammatical and other features by: using commas after fronted adverbials

Vocabulary, grammar, punctuation

Indicate possession by using the possessive apostrophe with plural nouns

Vocabulary, grammar, punctuation

Use and punctuate direct speech

Vocabulary, grammar, punctuation

Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Writing Progression Statements



Upper Key Stage 2	Upper Key Stage 2	Upper Key Stage 2	Upper Key Stage 2
Transcription Use further prefixes and suffixes and understand the guidance for adding them	Handwriting Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Composition Précise longer passage	Composition Proofread for spelling and punctuation errors
Transcription Spell some words with 'silent' letters [for example, knight, psalm, solemn]	Handwriting Choose the writing implement that is best suited for a task	Composition Use a wide range of devices to build cohesion within and across paragraphs	Composition Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Transcription Distinguish between homophones and other words which are often confused.	Composition Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Composition Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Vocabulary, grammar, punctuation Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Transcription Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1	Composition Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary	Composition Evaluate and edit by assessing the effectiveness of their own and others' writing	Vocabulary, grammar, punctuation Use passive verbs to affect the presentation of information in a sentence
Transcription Use dictionaries to check the spelling and meaning of word	Composition Plan their writing in narrative by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Composition Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Vocabulary, grammar, punctuation Use the perfect form of verbs to mark relationships of time and cause
Transcription Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Composition Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Composition Ensure the consistent and correct use of tense throughout a piece of writing	Vocabulary, grammar, punctuation Use expanded noun phrases to convey complicated information concisely
Transcription Use a thesaurus	Composition Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Composition Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Vocabulary, grammar, punctuation Use modal verbs or adverbs to indicate degrees of possibility

Writing Progression Statements



Upper Key Stage 2

Vocabulary, grammar, punctuation

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Vocabulary, grammar, punctuation

Learn the grammar for years 5 and 6 in [English appendix 2](#)

Vocabulary, grammar, punctuation

Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing

Vocabulary, grammar, punctuation

Use hyphens to avoid ambiguity

Vocabulary, grammar, punctuation

Use brackets, dashes or commas to indicate parenthesis

Vocabulary, grammar, punctuation

Use semicolons, colons or dashes to mark boundaries between independent clauses

Vocabulary, grammar, punctuation

Use a colon to introduce a list


Upper Key Stage 2

Vocabulary, grammar, punctuation

Punctuate bullet points consistently

Vocabulary, grammar, punctuation

Use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading



Oracy and Spoken language

Composite

The purpose of the spoken language curriculum is to enable children to communicate effectively in a range of different contexts including real life situations and imaginary contexts such as drama and imaginary play.

Early Oracy

Expressive language Progression Statements



Vocabulary Uses gestures or sounds to express basic needs.	Vocabulary Uses single words to express basic needs e.g. drink.	Vocabulary Names familiar people e.g. mum, dad.	Vocabulary Names familiar objects e.g. cup, spoon, jumper. knife, fork, spoon, cup, table, chair, fridge, floor, carpet, kettle, cupboard	Vocabulary Names and recognise at least common fruit and vegetables
Names and recognises at least 10 common animals.	Names and recognises colours: red, green, blue, yellow, orange, black, white, grey, brown, pink, purple	Uses quantity e.g. two biscuits	Uses the words: he, she, his, hers	Uses the words : I, my, mine, you, your, yours
Uses positional prepositions: on, under, behind, between, above, below, in front of, beside, next to, in, on, under, over, left, right, top, bottom, middle, forwards, backwards, inside, outside.	Names opposites for: hot, wet, down, slow, on, long, empty, light, open, hard, over.	Uses the words: big, bigger, biggest, small, smaller, smallest to compare size.	Uses the words: long, longer, longest, short, shorter, shortest to compare length.	Uses the words: heavy, heavier, heaviest, light, lighter, lightest to compare weight
Uses the words: wide, wider, widest, thin, thinnest, thinner to compare width.	Uses the words: full, empty, half full, half empty to compare capacity,	Uses the words: today, tomorrow, yesterday, this morning, this afternoon, this evening to identify times of the day.	Uses words: tall, taller, tallest, short, shorter, shortest to compare height.	Uses adjectives to describe concrete nouns e.g. the wet dog, the shiny coin, the noisy dog
Uses a range of simple action verbs including :hoping, dancing, walking, waving, hiding, pulling, blowing, breaking, opening, closing	Adapts root verb to form correct tense : Hop -hopping-hopped Dance-dancing-danced Walk-walking-walked Wave-waving waved	Uses correct form for regular plurals and some non-regular plural forms including men, sheep, people, knives, leaves, mice, teeth, feet	Recites days of the week and months of the year.	

Early Oracy

Expressive language and Receptive Language Progression Statements



Speaking and listening Recites at least 3 common nursery rhymes or rhymes.	Speaking Uses simple phrases to express needs e.g. I want drink.	Speaking Links four key words about their experience or telling a familiar story e.g. The hairy giant shouted	Speaking Uses conjunctions; 'when' and 'because' in a range of contexts to link ideas e.g. The giant shouted at Fin because took his cake.	Speaking Uses possessives e.g. Johnny's coat.
Recites a line from a simple tongue twister e.g. Peter Piper picked a peck of pickled Peppers.	Constructs orally a simple sentence with object verb agreement and an adjective or adverb e.g. the hairy dog is barking loudly	Can ask a varied range of questions using at least 3 different questioning words.	Attempts to reveal the identity of an object by asking questions such as Is it an animal? How big is it? Does it fly? Can it walk? Is it red?	Takes part confidently in role/imaginative play with others.
Language processing Follow a one part instructions e.g. Show me the red pencil.	Language processing Play with reasonable success the language games involving one part instructions : Simon says	Language processing Follow simple two part instructions e.g. Have a look at these pictures and show me the old lady's hat.	Language processing Follows instructions with up to 4 information carrying words e.g. Put the <u>green balls</u> in the <u>box</u> .	Language processing Follow simple three part instructions e.g. Have a look at these pictures, show me the old lady's hat and tell me what colour it is.
Language processing Sorts and groups familiar items belonging to the same category e.g. fruit, vegetables, clothes, transport animals, birds	Language processing Groups familiar items and says a carrier phrase to label the category e.g. These are all toys. These are all vegetables. These are all clothes.	Language processing Remember three items and say them in reverse order e.g. pencil, book, tray.	Language processing Makes simple inferences from picture cues e.g. Sarah is wearing gloves and a coat. What is the weather like outside or point to something in the picture that makes you think it is bedtime.	Language processing Orders a sequence of up to 5 pictures depicting a known story and can explain what is happening in each picture.
Language processing Selects a photo, picture or object from a set by its function e.g. Pupil selects a spoon when asked which would you use to eat with or selects the coat when asked which keeps you warm.	Language processing Correctly select an item when the term not is used e.g. Which of these is not something someone could wear?	Language processing Selects a photo, picture or object from a set by its class (category) e.g. Pupil selects a stool when asked which of these is a piece of furniture.	Language processing Selects a photo, picture or object from a set by a specific feature e.g. Pupil selects a spoon when asked which one is shiny.	Language processing Selects a photo, picture or object from a set when asking for two or more criteria e.g. Pupil selects the bird from a range of transport which includes a plane when asked which flies and has a beak?
Questions Can answer appropriately a question beginning with 'when' i.e. gives a time.	Questions Can answer appropriately a question beginning with 'why' i.e. gives a reason.	Questions Can answer appropriately a question beginning with 'which' i.e. refers to a noun	Questions Can answer appropriately a question beginning with 'where' i.e. gives a place.	Questions Can answer appropriately a question beginning with 'how' i.e. gives an explanation.

Key Stage 1

Spoken language Progression Statements



Speaking Tell a story or describe an incident clearly and unambiguously.	Speaking Retell a story or incident in which events are ordered.	Speaking Read aloud clearly and use some intonation for effect.	Speaking Add detail to their talk to keep the listener interested	Speaking Use gesture, emphasis, story language and interesting vocabulary when telling stories.
Listening Listen and respond appropriately to adults and peers.	Listening Follow up listening with relevant questions and comment constructively after listening.	Listening Listen to and follow instructions accurately, asking for help or clarification if necessary.	Listening Listen to adults and other children with sustained concentration.	Listening Be able to extract key points when listening to an adult.
Discussion Take turns in a group and explain their thoughts to a group.	Discussion Keep on topic during discussion.	Discussion Help a group to reach an agreement and ensure all group members have a turn.		
Drama Respond to other characters in role and show a character through movement	Drama Pretend to be a character, showing feelings through words and actions	Drama Take turns speaking their part in acting out familiar stories	Drama Make up plays from stories and other stimuli	Drama Learn and deliver some lines.

Lower Key Stage 2:

Spoken language Progression Statements



Speaking Speak fluently in sentences and without hesitation and formal/ informal registers when appropriate.	Speaking Annotate poems and stories and perform them	Speaking Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion	Speaking Justify a view by giving clear reasons and evidence	Speaking Tell a story which is clear, structured and detailed
Listening Hold a two way conversation with peers and adults.	Listening Evaluate the effectiveness of others' performances and presentations.	Listening Make useable notes when listening	Listening Ask relevant questions after listening to build understanding	Listening Recognise and analyse formal/informal registers when listening.
Discussion Use discussion to organise roles within a group	Discussion Discuss a wider range of feelings and emotions	Discussion Disagree politely with peers and address alternative opinions in discussion	Discussion Take different roles in groups e.g. leader, reporter, scribe mentor	Discussion Use inclusion techniques when working in a group e.g. questions, eye contact, people's names
Drama Create atmosphere through the use of voice and movement and articulate clearly and project the voice	Drama Create characters in an improvised drama	Drama Help to devise and act in plays showing character through voice and movement.	Drama Take a full role in presenting a group play by learning lines, making props and creating simple sound and light effects.	Drama Choose vocabulary and movement to match the place and time in a dramatic scene

Upper Key Stage 2

Spoken language Progression Statements



Speaking Present a well-structured, persuasive argument including reasons and evidence and adapt talk depending on the response of the listener.	Speaking Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener	Speaking Use language fluidly to speculate, hypothesise, imagine and explore ideas	Speaking Give and justify an opinion in an appropriate manner	Speaking Agree and disagree constructively with others' views
Listening Analyse the use of persuasive language in different contexts	Listening Analyse techniques designed to engage the listener and evaluate a range of successful speakers for useful techniques	Listening Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective	Listening Make notes when listening for a sustained period	Listening Identify and adopt the features of formal register
Discussion Plan and manage a group task over time	Discussion Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group	Discussion Use a range of question types in discussion and conversation	Discussion Plan and manage a group task over time	Discussion Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a groups
Discussion Use the conventions and language of formal debate	Discussion Successfully counter another argument during a debate or discussion	Discussion Consider, evaluate and build on different viewpoints during debates and discussions		
Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch	Drama Invent dialogue, gesture and movement to suit a character.	Drama Perform a published script with appropriate voice, gesture and staging	Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch	Drama Invent dialogue, gesture and movement to suit a character
Drama Interpret and rehearse scenes from published plays	Drama Sustain a character in role	Drama Take a full role in organising and presenting a play for an invited audience		



Mathematics

Composite

The purpose of the mathematics curriculum is to encourage children to enjoy and value the importance of mathematics in their daily lives so that they become effective and confident in using number, measurement, geometry and statistics across a range of contexts and subjects.

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Number and place value Join in with number rhymes, songs, stories or games and awareness of numbers in sings and rhymes	Number and place value Read., write and order numbers to at least 100 in numerals and in words	Number and place value Read, write and order numbers up to 1000 in numerals and in words	Number and place value Read, write, order and compare numbers to at least 10 000 000 and determine the value of each digit
Number and place value Rote count to 10, then 20, then beyond.	Number and place value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwards	Number and place value Count in multiples of 6, 7, 9, 25 and 1000	Number and place value Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Number and place value Compare quantities up to 10 recognising when one quantity is greater than, less than or the same as the other quantity.	Number and place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Number and place value Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
Number and place value Count objects, actions or sounds up to 10 (one to one correspondence).	Number and place value Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Number and place value Compare and order numbers up to 1000 and beyond 1000	
Number and place value Understand conservation of number (knowing that however 5 objects are arranged, there is always 5 objects).	Number and place value Identify one more and one less from any number up to 100	Number and place value Find 1000 more or less than a given number	
Number and place value Instantly recognise of up to 5 objects arranged in different ways (Subitising).	Number and place value Identify, represent and estimate numbers using different representations, including the number line	Number and place value Identify, represent and estimate numbers using different representations	Number and place value Estimate the answer to the nearest 10.100 or 100 prior to solving a calculation.
Number and place value Compare small sets of objects in terms of more, less or the same.	Number and place value Recognise the place value of each digit in a two-digit number (tens, ones)	Number and place value Recognise the place value of each digit in a three-digit and four digit number (thousands, hundreds, tens, ones)	Number and place value Recognise the place value of each digit in a number to at least 10 000 000

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Number and place value Count on and back from different numbers.	Number and place value Use <, > and = signs and Use the language of: equal to, more than, less than (fewer), most, least	Number and place value Round any number to the nearest 10, 100 or 1000	Number and place value Round any whole number to a required degree of accuracy
Number and place value Count backwards from 5, then 10, then 20.	Number and place value Count backwards from 100	Number and place value Count backwards through zero to include negative numbers	Number and place value Interpret negative and count forwards and backwards with positive and negative whole numbers, including through zero
Number and place value Recognise numerals 1-9 and can put the correct number against the correct number of objects.	Number and place value Use place value and number facts to solve problems.	Number and place values Solve number problems and practical problems with increasingly large positive numbers	Number and place value Solve number and practical problems that involve all of the above.
		Number and place values Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value	Number and place value Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Addition and subtraction Understand the concept of more in terms of indicating that more cups are required.	Addition and subtraction Add two-digit number and ones, two-digit number and tens, two two-digit numbers and adding three one-digit numbers	Addition and subtraction Add and subtract numbers with three and four digits, using formal written methods of columnar addition and subtraction	Addition and subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
Addition and subtraction Add one more or take one away from a set of objects and say how many there are.	Addition and subtraction Use mathematical equations using symbols (+)(-) and (=) including missing number problems such as $7 = \square - 9$	Addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Addition and subtraction Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Addition and subtraction Use numbers up to 10 say which number is one more and s one less.	Addition and subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Addition and subtraction Mentally solve problems with addition and subtraction	Addition and subtraction Add and subtract numbers mentally, including: three-digit number and one, three-digit number and tens, three-digit number and hundreds	Addition and subtraction Add and subtract numbers mentally with increasingly large numbers
	Addition and subtraction Use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.	Addition and subtraction Estimate and use inverse operations to check answers to a calculation	
	Addition and subtraction Show that addition of two numbers can be done in any order (commutative) and subtraction cannot		
	Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects	Addition and subtraction Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Addition and subtraction Solve multi-step problems in different contexts using numbers up to 4 digits, deciding which operations and methods to use and why
Multiplication and division Double and halve to 10.	Multiplication and division Recognise odd and even numbers	Multiplication and division Recognise and use factor pairs and commutativity in mental calculations	Multiplication and division Identify common factors, common multiples and prime numbers
Multiplication and division Share up to 10 items equally..	Multiplication and division Calculate one-step problems involving multiplication and division using concrete objects, pictorial representations and arrays	Multiplication and division Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit	Multiplication and division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
Multiplication and division Count in 2s by recognising odd and even	Multiplication and division Solve problems involving (\times) and (\div) , using materials, arrays, repeated addition, mental methods, and multiplication and division facts,	Multiplication and division Find missing number problems, involving positive integer scaling problems and correspondence problems in which n objects are connected to m	Multiplication and division Divide 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables	Multiplication and division Recall multiplication and division facts for multiplication tables up to 12×12	Multiplication and division Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	Multiplication and division Use mathematical equations using symbols (\times), (\div) and (=)	Multiplication and division Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Multiplication and division Recognise and use square numbers and cube numbers, and the notation for squared 2 cubed and 3 cubed
	Multiplication and division Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Multiplication and division Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;	Multiplication and division Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
			Multiplication and division Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates
	Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Fractions Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	Fractions Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Fractions Recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators	Fractions Read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
	Fractions Write simple fractions and recognise simple equivalence e.g. $2/4$ and $1/2$	Fractions Recognise and show, using diagrams, equivalent fractions with small denominators	Fractions Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Fractions Use the term half an quarter.	Fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity	Fractions Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$.]	Fractions Add and subtract fractions with the same denominator and denominators that are multiples of the same number
		Fractions Recognise and write decimal equivalents of any number of tenths or hundredths, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$	Fractions Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
		Fractions Round decimals with one decimal place to the nearest whole number	Fractions Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
		Fractions Order numbers with the same number of decimal places up to two decimal places and order fractions with the same denominators	Fractions Compare and order fractions whose denominators are all multiples of the same number and decimals with 3 places
		Fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten..	Fractions Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'
		Fractions Solve problems to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	Fractions Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
		Fractions Solve simple measure and money problems involving fractions and decimals to two decimal places.	Fractions Solve problems which require knowing percentage and decimal equivalents



Upper Key Stage 2

Ratio and proportion

Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

Ratio and proportion

Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

Ratio and proportion

Solve problems involving similar shapes where the scale factor is known or can be found

Ratio and proportion

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Upper Key Stage 2

Fractions

Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Fractions

Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]

Fractions

Solve problems which require answers to be rounded to specified degrees of accuracy

Fractions

Compare and order fractions, including fractions > 1

Fractions

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000

Fractions

Divide proper fractions by whole numbers e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ and use written division methods in cases where the answer has up to two decimal places

Fractions

Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Measurement Use days of the week, months of the year, today, tomorrow, yesterday, last week, lunch time, bed time, this morning, this afternoon, this evening, o'clock, half past.	Measurement Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Measurement Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Measurement Convert between different units of metric measure (for example, km/m; cm/m; kg/g; l/m)
Measurement Use language to talk about money e.g. 1p, 2p, 5p, 10p, 20p and recognise these coins.	Measurement Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]	Measurement Measure the perimeter of simple 2-D shapes	Measurement Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
Measurement Use language to compare, order and talk about size e.g big, bigger, biggest, small, smaller, smallest.	Measurement Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	Measurement Add and subtract amounts of money to give change, using both £ and p in practical contexts	Measurement Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Measurement Use language to compare, order and talk about width e.g wide, wider, widest, thin, thinner, thinnest.	Measurement Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	Measurement Tell and write the time to the nearest minutes from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks	Measurement Estimate and calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²)
Measurement Use language to compare, order and talk about length e.g long, longer, longest, short, shorter, shortest.	Measurement Measure and record length, heights, mass/weight, temperature, capacity and volume and time (hours, minutes, seconds)	Measurement Convert between different units of measure [for example, kilometre to metre; hour to minute]	Measurement Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
Measurement Use language to compare, order and talk about height e.g tall, taller, tallest, short, shorter, shortest.	Measurement Recognise and know the value of different denominations of coins and notes find different combinations of coins that equal the same amounts	Measurement Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Measurement Solve problems involving converting between units of time
Measurement Use language to compare, order and talk about weight e.g heavy, heavier, heaviest, light, lighter, lightest.	Measurement Sequence events using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Measurement find the area of rectilinear shapes by counting squares	Measurement Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Measurement Use terms :in, on, behind, under, over, between, in front of, next to, left, right, top, bottom, middle, forwards, backwards, inside, outside, 1st, 2nd, 3rd.	Measurement Recognise and use language relating to dates, including days of the week, weeks, months and years	Measurement Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	Measurement Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places
Measurement Talk about capacity e.g full, empty, half full, half empty.	Measurement Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	Measurement Know the number of seconds in a minute and the number of days in each month, year and leap year	Measurement Recognise that shapes with the same areas can have different perimeters and vice versa
Measurement Use language to compare, order and talk about distance e.g near, far, a long way.	Measurement Know the number of minutes in an hour and the number of hours in a day.	Measurement Read, write and convert time between analogue and digital 12- and 24-hour clocks	Measurement Recognise when it is possible to use formulae for area and volume of shapes and calculate the area of parallelograms and triangles
		Measurement Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Measurement Convert between miles and kilometres
			Measurement 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
			Measurement Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Geometry Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Geometry Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	Geometry Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Geometry Draw 2-D shapes using given dimensions and angles
Geometry Name some 2D shapes e.g square, rectangle, triangle, circle. Create patterns and pictures with them.	Geometry Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Geometry Identify right angles and recognise angles as a property of shape or a description of a turn	Geometry Recognise, describe and build simple 3-D shapes, including making nets
Geometry Name some 3D shapes e.g sphere, cube, cuboid, cylinder, cone and pyramid. Create models, patterns and pictures with them.	Geometry Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Geometry 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	Geometry Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
Geometry Create simple and more complex repeating patterns using shapes.	Geometry Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Geometry Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Geometry Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Geometry Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Geometry Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces and 2-D shapes on the surface of 3-D shapes,	Geometry Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Geometry Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Geometry Continue, copy and create repeating patterns.	Geometry Compare and sort common 2-D and 3-D shapes and everyday objects	Geometry Identify acute and obtuse angles and compare and order angles up to two right angles by size	Geometry Describe positions on the full coordinate grid (all four quadrants)
	Geometry Order and arrange combinations of mathematical objects in patterns and sequences	Geometry Identify lines of symmetry in 2-D shapes presented in different orientations	Geometry Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Mathematics Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Geometry Describe position, direction and movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Geometry Complete a simple symmetric figure with respect to a specific line of symmetry.	
		Geometry Describe positions on a 2-D grid as coordinates in the first quadrant	
		Geometry Describe movements between positions as translations of a given unit to the left/right and up/down	
		Geometry Plot specified points and draw sides to complete a given polygon.	
	Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Statistics Interpret and present data using bar charts, pictograms and tables	
	Statistics Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Statistics Solve one-step and two-step questions e.g., 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	Statistics Complete, read and interpret information in tables, including timetables.
	Statistics Ask and answer questions about totalling and comparing categorical data.	Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Statistics Interpret and construct pie charts and line graphs and use these to solve problems

Mathematics Progression Statements



Early Years

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Statistics
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Statistics
Calculate and interpret the mean as an average.

Algebra
use simple formulae and generate and describe linear number sequences and number puzzles (for example, what two numbers can add up to).

Algebra
Solve missing number problems algebraically and find pairs of numbers that satisfy an equation with two unknowns

Algebra
Enumerate possibilities of combinations of two variables. missing numbers, lengths, coordinates and angles

Algebra
Solve equivalent expressions (for example , $a + b = b + a$)
□ generalisations of number patterns



Science

(The Natural world)

Composite

The purpose of science is to stimulate and develop children's curiosity and knowledge of scientific ideas so that they can research and to test their ideas in a scientific way in order to build their knowledge of plants, animals, human beings; habitats, light, sound, the earth and beyond, seasonal changes, forces and magnets, electricity, everyday materials and states of matter.

Science Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Living things Make observations and draw pictures of animals and plants.	Living things What do plants need to germinate and grow?	Living things What is the life cycle of a flowering plant?	Living things How do living things reproduce?
Living things Make observations and draw pictures of animals and plants.	Living things How do living things stay alive?	Living things Who eats who?	Living things Why do some living things survive and others become extinct?
Human body Name and label the main parts of the body.	Human body Why does my body have different parts?	Human body What happens to your food when you swallow it?	Human body How does the human change as we grow older including puberty including the effects of lifestyle choices and age?
Human body Notice similarities and differences between themselves and others.	Human body How are humans similar and different to animals and plants?	Human body How do we move our arms and legs?	Human body How the circulatory system works?
Animals Talk about different types of animals and including similarities and differences.	Animals How can we put animals into different groups?	Animals How are some animals suited to live in their environment?	Animals How do fossils provide information about living things that inhabited the Earth millions of years ago?
Habitats Talk about where different animals live in the natural world	Habitats Why do animals live in different types of habitats?	Habitats How are humans endangering animals by changing the environment?	Habitats How are habitats linked to evolution?

Science Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Working scientifically What happens when I play, explore and interact with my environment?	Working scientifically How can I test an idea to find something out?	Working scientifically How do we plan and carry out a fair test?	Working scientifically How do we plan, control, recognise variables in science investigation?
Materials How do different material feel?	Materials What are everyday materials made from?	Materials What is the difference between a solid, liquid and gas?	Materials How can we separate solids, liquids and gases that have been mixed or dissolved?
Materials What are everyday objects made from?	Materials What do we use are everyday materials for?	Materials How are rocks similar and different?	Materials How can I test the suitability of materials for different purposes?
States of matter What do I notice about water and ice?	States of matter What is special about water?	States of matter How does heat and temperature affect water?	States of matter Which changes of state are reversible and which are irreversible?
Sound How can I make a sound?	Sound Where does sound come from?	Sound How is sound made and how does it travel?	Sound Does sound travel equally well through different materials?
Light Where does light come from.	Light Where do shadows come from?	Light What is the difference between transparent, opaque and translucent?	Light How does the eye see and how and why does the shape of a shadow change?
Earth and space Where is the sun, earth, moon and stars?	Earth and space What do we notice when the seasons change?	Earth and space How are rocks, fossils and soil made?	Earth and space How does the Earth's movement in space affect what night, day, weather and the seasons?

Science Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Electricity What do we use electricity for?	Electricity How do we use electricity?	Electricity How can I make a simple switch using conductors and insulators?	Electricity How can I increase/decrease the flow of electricity in a circuit?
Electricity How do I keep myself safe?	Electricity How can I make something work safely using electricity?	Electricity How can I make a simple switch using conductors and insulators?	Electricity How can I draw a circuit diagram?
Forces How do things move?	Forces (link with materials) Which materials are magnetic?	Forces How does friction slow things down?	Forces What are the effects of forces around me?
		Forces Why do magnets push and pull?	



Art

(Creating with materials)

Composite

The purpose of art is to stimulate children's curiosity and knowledge for art and artists from around the world and to experiment with established techniques so that they can represent ideas, moods and stories in a creative and symbolic way using colour, shape, line, tone, texture and form through the media of drawing, painting, printing, collage and 3 dimensional art forms.



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing Use graphic tools, fingers, hands, chalk, pens and pencils. Draw on different surfaces and coloured paper.	Drawing How to draw shapes, from observation, self portraits and imaginations and compare with other artists.	Drawing How to draw intricate patterns and pictures using different grades of pencil and other implements to create lines and marks and represent texture.	Drawing How to use sketching technique to represent light, shade and texture using pencil, ink charcoals and chalk.
Drawing Produce lines of different thickness using a pencil and produce different patterns from observations, imagination and illustrations.	Drawing How to draw shapes and patterns using various media including pencil, chalk, charcoal, crayons, wax crayon felt tips.	Drawing How to draw pictures and patterns using three dimensional shapes including cuboids and cylinders and shadows.	Drawing How to create depth by drawing still life and from imagination with objects in front of and behind and compare with works created by other artists.
Painting Use a paintbrush to paint using different colours to produce patterns recognisable pictures	Painting Create compositions by mixing primary colours, creating tints and tones by adding black and white.	Painting How to use different brush strokes techniques for effect and compare with works of art from established artists.	Painting How to experiment with effects and textures including. blocking in colour, washes, thickened paint to create textural effects and compare with works created by other artists.
Painting Recognise and name the primary colours being used and mix and match colours to different artefacts and objects.	Painting How to paint shapes, patterns, what they see and from imagination and compare with works created by other artists..	Painting How to paint in the style of an established artist with a distinct style e.g. Van Gogh, Seurat,	Painting How to experiment with techniques used by great artists, and designers both current and historic including those from the Black, Asian and Minority Ethnic groups
Printing Print repeating patterns using different objects e.g. sponge brushes, vegetables, fingers, twigs. Take rubbings: leaf, brick, coin.	Printing How to print simple pictures with a range of hard and soft materials e.g. cork, pen barrels, cotton reels, sponge and compare with works created by other artists..	Printing How to create and design patterns to produce a simple designs using a stencil mono-print.	Printing How to create and design patterns to produce a simple designs using a press print.
Collage Cut shapes using scissors and stick them to make patterns and pictures	Collage How to create artwork by using and attaching different materials and compare with works created by other artists.	Collage How to create different types of collage including. Mosaics and fabric montage https://yourworldbydesign.weebly.com/types-of-collage.html	Collage How to create different types of collage including. Photomontage, magazine montage beach art. https://yourworldbydesign.weebly.com/types-of-collage.html
3d and sculpture Malleable media e.g. clay, salt dough. Build using a variety of objects e.g. recycled, natural and manmade materials.	3d and sculpture How to use clay and other materials o create 3d artwork e.g. clay thumb pot and clay coil pot and compare with works created by other artists.	3d and sculpture How to create using clay, Modroc, papier mache or other malleable material to produce an imaginary or realistic form	3d and sculpture How to create a human form model over an armature: newspaper frame for Modroc.



Design and Technology

(Creating with materials)

Composite

The purpose of design and technology is to stimulate children's curiosity in how things work and to help children build the knowledge and knowhow they need to design, make, test, evaluate and improve products designed either for a specific purpose or to solve a problem.

Design and technology Progression Statements through Design and Make Assignments (DMAs)



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Construct with a variety of different materials both large and small scale e.g. building blocks, logs, mobilo, Lego.	Mechanisms How can we design a product using an axle and a wheel? e.g. a moving toy/buggy.	Mechanisms How can we design a product using the principle of pneumatics? e.g. a moving toy	Mechanisms How can we design a product that converts rotary motion to linear motion using cams?
Make use of props and materials when role playing characters in narratives and stories.	Mechanisms How can we design a product using a slider e.g. a page from a moving picture story? https://www.youtube.com/watch?v=ewdWWylucc8	Mechanisms How can we design a product that uses a fixed lever. e.g. a page from a moving picture story?	Mechanisms How can we design a product that uses either a loose pivot or bridge pivot? e.g. a moving toy https://www.youtube.com/watch?v=1kC4uX2BoDw
Join construction pieces together to build and balance. .	Structures How can we design a product that uses hinges and flaps to join pieces of card/paper e.g. an envelope for a pop up Christmas card.	Structures How can we design a product that uses a jinx joiner (triangle corner) to join two pieces of wood?	Structures How can we design a product that uses a frame and a shell? e.g. a periscope.
	Electronics How can we design a product with a simple switch using a pivot? e.g. paper clip hinge switch to turn on a bulb	Electronics How can we design a product with series and parallel circuits? e.g. Quiz board to reinforce learning in a topic or a handheld torch	Electronics How can we design a product using electronics kits that employ a number of components?. e.g. a prototype burglar alarm or lighthouse.
	Textiles How can we design a product that requires attaching material/buttons to a fabric? e.g. a sock puppet	Textiles How can we design a product that requires stitching two material together? e.g. face mask/eye mask	Textiles How can we design a product that that requires joining textiles with a combination of stitching e.g. a decorative cushion.
	Food technology How can we design and prepare a healthy snack?	Food technology How can we design and prepare a healthy dessert?	Food technology How can we design and prepare a healthy savory meal using a range of cooking techniques?
		Control technology How can we design an algorithm (see coding) using a digital device/app to solve a real-life problem	Control technology How can we design a program (see coding) that accomplishes a specific goal including controlling or simulating physical systems?

Design and technology Progression Statements through Design and Make Assignments (DMAs)



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Design and make Play with technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	Design and research Explore and evaluate a range of everyday existing products to see how they are constructed e.g. how a cardboard box, pop up birthday card	Design and research Dismantle products to find out how they work e.g. a torch and understand how switches, bulbs, buzzers and motors work in a series circuit.	Design and research Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
Design and make Make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Design and research Draw a simple diagram, picture or plan of their product before making to show how it will work.	Design and research Design prototypes using annotated sketches and diagrams	Design and research Design prototypes using annotated sketches using annotated sketches, cross-sectional and exploded diagrams and pattern pieces.
Design and make Design and make props and materials when role playing characters in narratives and stories.	Design and make Design and make purposeful, functional, appealing products based on the knowledge they have gained exploring and dismantling products.	Design and make Design and make purposeful, functional, appealing products based on the knowledge they have gained exploring and dismantling products.	Design and make Design and make purposeful, functional, appealing products based on the knowledge they have gained exploring and dismantling products.
Evaluate Talk about what they have made and explain how they made a product.	Evaluate Evaluate their ideas and products against design criteria technical knowledge in terms of how well they work and what could be done to improve them further.	Evaluate Evaluate their ideas and products against their own design criteria in terms of both functionality and aesthetic qualities and consider the views of others to improve their work.	Evaluate Evaluate their ideas and products against their own design criteria in terms of both functionality and aesthetic qualities and consider the views of others to improve their work.
	Design knowledge Understand how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.	Design knowledge Understand how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.	Design knowledge Understand how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.
	Design knowledge Explain how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.	Design knowledge Explain how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.	Design knowledge Explain how key events and individuals in design and technology have helped shape the world e.g. an invention linked to a history study.



Music

(Being imaginative and creative)

Composite

The purpose of the music is to stimulate children's curiosity in musical ideas and to help them build the knowledge they need to sing, compose, and play an instrument musically, compare different genres of music, composers and musicians from around the world as well as appreciating that music represents ideas, stories and moods using dimensions such as pitch, tempo, texture, timbre, structure and dynamics.

Music Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Composition and performance Tap out simple repeated rhythms and make up rhythms.	Composition and performance How can I copy and clap/tap the pulse and or rhythm of a simple sequence.?	Composition and performance How can I combine and compose known rhythmic notation with letter names to create rising and falling phrases using three notes (do, re, mi)	Composition and performance How can I improvise freely over a drone , developing a sense of shape and character, using tuned percussion and melodic instruments ?
Composition and performance Experiment with making sounds (voice and percussion).	Composition and performance How can I compose and perform musically using a combination of sounds in the same order and pattern using body sounds?	Composition and performance How can I copy stepwise melodic phrases with accuracy at different speeds including using musical terms allegro (fast) and adagio (slow) ?	Composition and performance I How can I improvise over a simple groove , responding to the beat, creating a satisfying melodic shape.?
Composition and performance Experiment with sounds on a tuned instrument e.g. glockenspiel	Composition and performance How can I Improvise and create sounds that reflect an event or picture e.g. a thunderstorm or a conversation.?	Composition and performance How can I structure musical ideas e.g. echo or question and answer phrases to create music that has a beginning middle and end using various stimuli e.g. stories, verse, images and musical sources?	Composition and performance How can I experiment with using a wider range of dynamics including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)
Composition and performance Engage in music making and dance, performing solo or in groups.	Composition and performance How can I play music represented by symbols left to right locating the 7 notes placed on a conventional stave using Stave House.?	Composition and performance How can I play three chords on a stringed instrument e.g. a Ukulele?	Composition and performance How can I compose melodies made from pairs of phrases in either C major and A minor and enhance then with chords or rhythmic patterns?.
	Composition and performance How can I compose and perform musically a rhythm in the same order and pattern using a tuned and untuned instrument? e.g. claves	Composition and performance How can I compose song accompaniments on untuned percussion using known rhythms and note values?	Composition and performance How can I work in pairs to compose a short ternary piece (a musical form consisting of three distinct sections with an ABA pattern)?
		Composition and performance How can I use listening skills to correctly order phrases using dot notation?	Composition and performance How can I create music with multiple sections that include repetition and contrast?
		Composition and performance How can I improvise and invent 'on the spot' responses using voices, tunes and untuned percussion and instruments in whole class/group/solo contexts?	Composition and performance How can I use chords to compose music to evoke a specific atmosphere, mood or environment and chord changes as part of an improvised sequence?

Music



Early Years

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Composition and performance

How can I follow and perform simple rhythmic scores to a steady beat maintaining individual parts within the rhythmic texture?

Composition and performance

How can I Combine known **rhythmic notation** with letter names to create short **pentatonic phrases** using the 5 pitches in a **pentatonic scale (CDEGA)**?

Composition and performance

How can I improvise on a limited range of pitches on an instrument using the musical features **legato (smooth) and detached (staccato)** and make compositional decisions on the structure?.

Composition and performance

How can I Arrange individual notation cards of known **note values** to create sequences of **2, 3 or 4 beat phrases** arranged into **bars**?

Composition and performance

How can I Compose music to create a specific mood for example to accompany a film clip or poem and include instruments played in a whole class/group/individual setting where appropriate ?

Composition and performance

How can I play tuned percussion e.g.. glockenspiel or melodic instrument following **staff notation** using a small range (**do-mi**) ?

Composition and performance

How can I capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology?

Composition and performance

How can I extend improvised melodies beyond **8 beats** over a **fixed groove** creating a satisfying melodic shape?

Composition and performance

How can I plan and compose an **8 or 16 beat melodic** phrase using the **pentatonic scale (CDEGA)** and incorporate rhythmic variety and notate?

Composition and performance

How can I engage with others through ensemble playing with pupils taking on melody or accompaniment roles?

Composition and performance

How can I play a melody following **staff notation** with in **octave range (do-do)** making decisions about **dynamic range** and accompany to block chords or bass line.

Composition and performance

How can I compose melodies made from pairs of phrases in either **C major and A minor** and enhance them with chords or rhythmic patterns?

Music



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Singing Sing a range of familiar songs off by heart including ones with actions. e.g. Nursery Rhymes, songs from Charanga.	Singing Sing songs in unison with others keeping the melody.	Singing Sing clearly in ensemble, maintaining own part in a round.	Singing Sing three part rounds, partner songs with a verse and chorus in ensemble and maintain own part in a three part harmony
Singing Sing a range of simple action counting songs.	Singing Use voice expressively and creatively by singing songs and speaking chants and rhyme.	Singing Control breathing to enhance phrasing adjusting body positions to sing high/low notes.	Singing Sing songs from an a broad repertoire of styles with careful attention to phrasing , accurate pitch and style
	Singing Sing a range of songs adding actions to convey meaning	Singing Devise actions for songs to emphasise and convey meaning.	Singing Sing songs with syncopated rhythm as part of a choir and with a sense of ensemble and performance
	Musical ideas Listen to and play copycat rhythms , copying the leader and inventing rhythms for others to copy on untuned percussion.	Singing Perform as a choir in school assemblies	Singing Perform as a choir in school assemblies and other live events
	Musical ideas Listen to and respond to pulse in recorded/live music through movement and dance e.g. stepping, walking and jumping.	Singing Sing rounds and partner songs in different time signatures (2,3 and 4 time) with small and large leaps.	Singing Sing songs from an a broad repertoire of styles with careful attention to phrasing , accurate pitch and style
Musical ideas Listen to different pieces of music and talk about what it reminds them of and how it makes them feel.	Musical ideas Understand the speed of a beat can change creating a faster or slower pace (tempo) and mark the beat by tapping or clapping.	Singing Sing songs in unison of varying styles and structures with a pitch range of do-so (and then do-do) , tunefully, with expression and respond to directions for forte and piano (loud and soft) and crescendo and decrescendo .	Singing Sing three and four part rounds or partner songs experimenting with positioning of singers randomly within the group .
	Musical ideas Use graphic notation to represent created sounds and explore and invent own symbols before moving on to graphic symbols such as dot notation and stick notation.	Singing Sing songs with a two part vocal harmony .	Singing Sing in ensemble, breathing and body positions to alter volume for emphasis and devising symbolic actions for songs to emphasise and convey meaning. .

Music



Early Years

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Musical ideas

Perform word pattern chants e.g. ca-ter-pil-lar, create, retain and perform their own rhythm patterns

Musical ideas

Know the purpose of a **stave**, lines and spaces and **clef** and use **dot notation** to show **higher/lower pitch** (Stave House)

Musical ideas

Compare pieces of music from different cultures, styles and traditions using musical terminology including terms taught so far

Musical ideas

Follow pictures and **symbols** to guide singing and playing e.g.. 4 dots = 4 taps on the drum.

Musical ideas

Know the difference between **crotchets** and **paired quavers** and apply word chants to rhythms and how each syllable is linked to one note.

Musical ideas

Use and understand staff and music notations and the difference between **semi-breves**, **minims**, **crotchets** and **crotchet rests**, **paired quavers** and **semi-quavers**

Musical ideas

Talk about how percussion sounds enhance storytelling e.g.. ascending xylophone notes to suggest Jack is climbing the beanstalk.

Musical ideas

Compare pieces of music from different cultures, styles and traditions using musical terminology including terms taught so far.

Musical ideas

Listen to music and understand the difference between 2/4, ¾ and 4/4 time signatures

Musical ideas

Recognise **dot notation** and match it to 3-notes tunes played on tuned percussion

Musical ideas

Understand the differences **between minims**, **crotchets**, **paired quavers** and **rests**

Musical ideas

Understand how **triads** are formed and play them on tuned percussion or a keyboard/ukulele to accompany a song

Musical ideas

Identify the beat groupings in familiar music such as in 2 Maple Leaf Rag and 3 in The Elephant from the Carnival of Animals.

Musical ideas

Read and perform pitch notation within a defined range (C to G (do-so))

Musical ideas

Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and durations

Musical ideas

Create rhythms using word phrases as a starting point e.g.. Hel-lo Si-mon and chanted rhythm patterns with stick notation.

Musical ideas

Read and perform pitch notation within an octave

Musical ideas

Use body percussion and classroom percussion, playing repeated rhythm patterns (**ostinato**) and short, pitched patterns on tuned instruments.

Musical ideas

Compare pieces of music using the above musical terms when comparing works of great composers.

Music



Early Years

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Musical ideas

Group beats into twos and threes by tapping knees on the first and strongest beat and clapping the remaining beats. (See page 14 and 17 DfE Music Model Curriculum for repertoire).

Musical ideas

Follow and perform simple rhythmic scores to a steady beat maintaining individual parts within the rhythmic texture.

Musical ideas

Use the musical terms pulse, rhythm, pitch, tempo, dynamics (volume), timbre, texture and structure to describe a piece of music.

Musical ideas

Listen to music from different cultures identifying the instruments and describing the music using the terms pulse, pitch and tempo.

Musical ideas

Talk about some great instrument players including those from the Black, Asian and Minority Ethnic groups and how their music conveys mood or a story.

Musical ideas

Compare pieces of music using the above musical terms when comparing works of great composers.

Musical ideas

Listen to different pieces of music and talk about what it reminds them of and how it makes them feel.

Musical ideas

Use the musical terms pulse, rhythm, pitch, tempo, dynamics and texture to describe a piece of music.



Religious Education

(People, cultures and communities)

Composite

The purpose of RE is to stimulate and develop children's curiosity and knowledge of religion so that they can hold informed conversations about religious ideas including beliefs, practices, faith, worship, prayer, holy texts, sacred places, creation, God, the meaning of life and the relevance of religion on society and peoples' lives. Children build an in-depth knowledge of Christianity through the themes of God and creation, the fall, the people of God, incarnation, Gospel, salvation and the Kingdom of God and make links with other faiths including the similarities between Christianity, Judaism, Islam and Hinduism.

Religious Education Progression Statements through inquiry : Understanding the Bible (Theology)



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
God and Creation How can we care for our wonderful world? ('God's world make me feel so little' by H. Caswell)	God and Creation What was God's plan for Adam and Eve?	God and Creation Why is the creation story so important to the Christian faith?	God and Creation What do the two versions of the creation story in the Bible suggest?
The Fall What happened in God's special garden? ('This is the bear' by S.Hayes and H.Craig)	The Fall How does the story of Adam and Eve spoil God's plan?	The Fall Who is to blame for taking the apple: Adam, Eve, God or the Serpent?	The Fall How do different Christians accept the creation story and sin in light of scientific explanations for the universe?
People of God Who is special to God? ('The very worried sparrow' by M.Doney)	People of God What is the story of Noah and a rainbow got in common with the story of Adam and Eve?	People of God What adventures about God's plan could Moses tell his children?	People of God How does the Bible timeline unfold from the death of Moses to the birth of Jesus?
Incarnation Who is the most important person in the nativity story? ('Janine and the new baby' by I Thomas)	Incarnation Why did the wise men give Jesus gifts of Gold, Frankincense and Myrrh?	Incarnation How might Christians explain the different versions of the nativity?	Incarnation Was Jesus the Messiah and the Son of God?
Gospel What do we know about the man they call Jesus? ('Guess how much I love you' by S. McBraty)	Gospel What Good News did Jesus bring to the world?	Gospel How do Christians worship and respond to the Good News?	Gospel Is Christianity today as strong as it was 2000 years ago?
Salvation How can we help others when they need it? ('Lucy's rabbit' by J.Northway)	Salvation Why do we have eggs at Easter?	Salvation Was an empty tomb Good News for the followers of Jesus?	Salvation How are Christian beliefs about salvation reflected in Leonardo de Vinci's Last Supper?
Kingdom of God What kind of king was Jesus? ('Kiss that missed' by D. Melling)	Kingdom of God Why is the Kingdom of God like a mustard seed?	Kingdom of God What mysterious things did Jesus say about the Kingdom of God?	Kingdom of God? Did Jesus mean an earthly kingdom, heavenly kingdom or both?

Religious Education Progression Statements through inquiry: Christian Faith in action (Human social science)




Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Beliefs and Faith What do I know about a man they called Jesus?	Beliefs and Faith How do followers of Jesus (Christians) show their love for God?	Beliefs and Faith How do Christians use stories from the New Testament to guide their faith?	Beliefs and Faith How do Christians resolve inconsistencies and potential conflicts between different parts of the Bible?
Worship and Prayer Can we talk to God? ('Journey learns to pray' by D. Lancaster)	Worship and Prayer How do followers of Jesus worship and pray?	Worship and Prayer How do signs and symbols help Christians understand God?	Worship and Prayer How do Christians today remember the events of Holy week starting with Palm Sunday?
The church year Why is Harvest, Christmas and Easter so special?	The church year Why does an advent wreath have 5 candles?	The church year What do the different colours in the church year represent?	The church year How important is Pentecost and Jesus' ascension in the concept of the Trinity?
Sacred Places Why do our Easter Garden's have three crosses? (The very Hungry Caterpillar by E. Carle)	Sacred Places What would we find inside our local church?	Sacred places Where inside our local church can we find signs of salvation and eternal life?	Sacred Places Where are the holy sites for Christianity?
Holy books and artifacts What are our favourite stories from the Bible?	Holy books and artifacts Why is a cross important to Christians?	Holy books and artifacts What is special about the Bible?	Holy books and artifacts Why is God so angry in the Old Testament and so loving in the New?
Community and people How can we show we care for other people? ('The lost Sheep' by Butterworth and Ink)	Community and people How do Christians make friends with God?	Community and people Why do Christians come together to pray?	Community and people How and why have different denominations of Christianity come to evolve?
Celebrations How do followers of Jesus celebrate God? ('Owl Babies by M.Waddell)	Celebrations Why are Christians baptised?	Celebrations What might Jesus think about how Christmas is celebrated today?	Celebrations Why is Pentecost considered the birthday of the Christian church?

Religious Education Progression Statements through inquiry : World Faiths



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Beliefs and Faith How are people from around the world special? 'All the colours of the earth' by S.Hamanaka	Beliefs and Faith Is the Hindu story of creation the same as the one in the Bible?	Beliefs and Faith What are the similarities and differences between the Christian and Jewish beliefs about God and creation?	Beliefs and Faith Are there any similarities between the 5 pillars of Islam and beliefs in Judaism, Hinduism and Christianity ?
Worship and Prayer How is Chinese New Year and other religious festivals celebrated?	Worship and Prayer Do Hindus worship and pray like followers of Jesus?	Worship and Prayer How does worship , beliefs and prayer in Judaism, compare with the Hindu and Christian faith?	Worship and Prayer How does Islamic worship and prayer compare with the Hindu, Jewish and Christian faith?
Holy days and celebrations How does Gita celebrate festival of lights? ('Lights for Gita' by R.Gilmore)	Holy days and celebrations What special days do Hindus celebrate?	Holy days and celebrations How is the Jewish Passover connected to Jesus and the Easter story?	Holy days and celebrations How do Christian festivals, traditions and Holy days compare with those from other faiths?
Sacred Places What will see in a church? ('Lucy's Sunday' by M.Barratt)	Sacred Places What will I see inside a Hindu temple?	Sacred Places What will I see inside a synagogue?	Sacred Places What will I see in a Mosque?
Holy books and artifacts What is special to me? ('The Red woolen Blanket' by B.Graham)	Holy books and artifacts What would I see in a shrine in a Hindu home?	Holy books and artifacts What do Jewish religious artefacts tell us about the central beliefs of Judaism?	Holy books and artifacts How does the Muslim faith explain the presence of evilness and sin?
Community and people How are babies welcomed around the world? ('Welcoming babies' by M.B Knight)	Community and people When do followers of Hinduism come together?	Community and people What does it mean to be a follower of Judaism?	Community and people What role does pilgrimage and holy places play in the Muslim faith compared with other faiths?
Signs and symbols How do I know someone loves me? ('Loving' by A.Morris)	Signs and symbols Who are the Hindu gods?	Signs and symbols What do the signs and symbols associated with Judaism mean ?	Signs and symbols How do the symbols representing the major world faiths represent their beliefs?



Relationships, health and sex education

Composite

The purpose of Relationships, Sex and Health Education is to equip children with the knowledge they need so that they can develop happy healthy relationships and make positive lifestyle choices by embracing life in its fullest sense spiritually, morally, emotionally, physically, socially and culturally.

Relationships Education Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowing myself What does it mean to be me?	Knowing myself What makes me a person?	Knowing myself How do I fit in?	Knowing myself What makes me who I am?
Families Who cares for me?	Families How families show they cares for us?	Families Are all families the same?	Families What challenges to families face?
Friendships What should I do if some is upsetting me?	Friendships How do I make friends?	Friendships How can we sort out friendship difficulties?	Friendships How can we deal with peer pressure?
Respectful relationships and citizenship What makes me special?	Respectful relationships and citizenship What qualities make a good person?	Respectful relationships and citizenship What does it mean to be a responsible citizen?	Respectful relationships and citizenship What qualities enable us to be a force for good?
Bullying How can I be a good friend?	Bullying What does it mean to be unkind and how can I stop it happening?	Bullying What does bullying look like from a victim, bully and observers point of view?	Bullying How to spot all forms of bullying and challenge it?
Making choices What is the right thing to do?	Making choices Who is responsible for our words and actions?	Making choices What do I need to think about with a moral dilemma?	Making choices How choices I make can affect children and society.
Rules What rules affect me?	Rules Why are rules important?	Rules What is the difference between morals, rules and laws?	Rules What does the term human rights mean?

Relationships Education Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Equality and disadvantage How can I help someone else?	Equality and disadvantage How can we help people who are less fortunate than ourselves ?	Equality and disadvantage How are some people disadvantaged?	Equality and disadvantage How does society and the government help those with hidden and visible disabilities?
Healthy lifestyles Know and talk about physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time, good sleep routine	Healthy lifestyles How do I keep myself healthy and safe?	Healthy lifestyles What are the risks of the choices I make on my body?	Healthy lifestyles How does lifestyle affect our health?
Nutrition Know and talk about physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time, good sleep routine	Nutrition Where does our food come from?	Nutrition How to prepare healthy food?	Nutrition How to prepare food safely?
Mental well being How can we make the school a better place?	Mental well being I wonder why I feel this way?	Mental well being How can look after my whole body?	Mental well being? Why is mental health as important as physical health?
	Reproduction Why does my body have different parts? (science NC)	Reproduction What is the life cycle of a flowering plant? (science NC)	Reproduction How do living things reproduce?
			Puberty What happens to my body during?
			Human Reproduction How are babes made?



Physical Development

(Gross motor skills)

Composite

The purpose of Physical Education is to help children build upon and develop interest and competence in a broad range of skills, physical activities and competitive sports whilst developing positive attitudes and habits to enable them to lead fit, healthy and active lifestyles.

Physical Education Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games- Best of balls Control a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball.	Games (Invasion) Travel, pass, change direction, shoot using hands and feet with a ball. Play a small sided game 3 v 3	Games (Invasion) Play a game using the basic principles of attack and defence; follow rules of games, pass/receive and travel with improved accuracy	Games (Invasion) Play football skill and other small sided games showing tactical awareness and skill development.
	Games (Invasion) Play a small sided game involving kicking, throwing for accuracy and whilst moving- awareness of attack and defence.	Games (Invasion) Play a small sided game involving passing, dodging, dribbling, marking.	Games (Invasion) Play Netball/ basketball showing tactical awareness and skill development.
	Games (Striking a ball) Play a striking game using small balls and a racket e.g. soft soft tennis	Games (Net/wall) Play games involving racket skills including tennis and badminton.	Games (Invasion) Play hockey and tag rugby showing tactical awareness and skill development.
	Games (Mini cricket/rounders) Play a game involving bowling, hitting, catching and fielding a ball.	Games (Striking and fielding) Strike a stationary and moving ball, stop a moving ball, invent rules to play small sided games	Games (Net/wall) Play tennis showing tactical awareness e.g. shot selection.
		Games (Striking and fielding) Play a range of recognised small sided games involving batting, bowling and fielding.	Games (Net/wall) Play Badminton showing tactical awareness e.g. shot selection.
			Games (Striking/fielding) Play cricket showing tactical awareness and skill development in batting, bowling, fielding skill and game play
			Games (Striking/fielding) Play rounders tactical awareness and skill Development in batting, bowling and fielding skill development and game play

Physical Education Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics Travel along the floor in different ways involving, stretching, curling, jumping and rolling	Gymnastics Travel in different ways performing sequences- (LCP planning)	Gymnastics Perform sequence using rolls :straddle roll, (log/pencil) roll, egg tucked roll. See Primary School Gymnastics : Teaching manual by Val Sabin	Gymnastics Perform shapes and including flight, bridges, Spinning and turning. See Primary School Gymnastics: Teaching manual by Val Sabin/LCP
	Gymnastics Perform sequences that include balances/ partner work (LCP planning)	Gymnastics Perform sequences using stretching, curling and arching. Symmetry and asymmetry. Travelling in different ways (pathways). Changing direction. See Val Sabin	Gymnastics Perform a sequence with a partner involving synchronisation and canon; matching/mirroring; counter balance and counter-tension. See Val Sabin/LCP.
		Gymnastics Perform sequences balancing in different ways (floor and apparatus). Transferring body weight in different ways. See Val Sabin	Gymnastics Perform a vault using a springboard and landing safely. Performance creation
			Swimming Swim 25m on front and on back, develop personal survival and rescue techniques.
Dance Create movement in response to music. Stop when the music stops. Move using streamers with an element of control.	Dance Create and perform dances using simple movement, shapes, patterns. See Primary School Dance : Teaching manual by Val Sabin	Dance Create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin	Dance Create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin
Outdoor adventurous activities Learn a range of skills in forest school activities.	Outdoor adventurous activities Complete simple outdoor orienteering activities in the school grounds.	Outdoor adventurous activities Complete outdoor activities in the school grounds that require teamwork and physical agility.	Outdoor adventurous activities Complete outdoor activities at an outdoor centre that require teamwork and physical agility.

Physical Education Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Running and moving Run and walk safely in a different directions. Stop safely. Move with control and grace.	Running and moving Run in a coordinated & fluent way at different speeds for short & longer durations and over obstacles. Improving performance	Athletics- Running Technique for speed, how to accelerate quickly from a stationary position and working together in a relay race and over obstacles. Adjusting pace for longer distance running. Improving performance	Athletics- Running Sprint start, baton changeover and sustain speed over longer durations of time or distance, Hurdle using a 3 stride pattern. Improve performance.
Running over/around obstacles Jump safely over a small obstacle. Run with others in different directions without colliding.			
Throwing and Catching Throw a large ball underarm towards a Target, to yourself and to a partner and catch with 2 hands	Throwing and catching Throw a range of objects (underarm one hand and two hand) in a coordinated way that can be caught. Or aimed at a target	Athletics- Throwing Throw underarm and overarm over different distances by judging force needed. Improve performance using javelin, tennis ball, larger ball. Improving performance.	Athletics- Throwing Throw implements using correct technique in athletic events including discus, shot, cricket ball and hammer. Improving performance
Jumping Jump and hop whilst traveling. Take off & land and two feet. ways. Travel by skipping (without rope).	Jumping Jump different height and distance. Use arms and bend legs to jump and land in a controlled way.	Athletics- Jumping Controlled jumps with change of body position in flight. Improve performance standing long jump, speed bounce. Improve performance	Athletics- Jumping Jump for power, control & consistency developing the approach, take off, flight & land. Improve performance in long jump, high jump and triple jump. Improve performance.



Computing

Composite

The purpose of the computing curriculum is to help children understand basic coding, publishing, modelling, simulation, data handling, spreadsheets and to encourage them to enjoy and value the importance of technology as a learning and communications tool and how to use technology confidently and safely.

Computing Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Coding Program a programmable toy to navigate a simple route or round an obstacle.	Coding How can I use logical reasoning to predict the behaviour of simple programs e.g. Bee bots and create and debug simple programs e.g. Bee bots	Coding How can I use sequence, selection, and repetition in programs; work with variables and various forms of input and output e.g. scratch	Coding How can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
	Coding How can I program an algorithms by following precise and unambiguous instructions?	Coding How can explore and understand that algorithms are a set of rules and how they are implemented on programs and digital devices.	Coding How can I design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
Digital awareness Recognise common uses of information technology in school and beyond and use it to aid learning.	Digital awareness How can I use technology purposefully to create, organise, store, manipulate and retrieve digital content?	Digital awareness How can I safely use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content?	Digital awareness How can I explain how the internet works and the world wide web works, the opportunities it offers for communication as well as the drawbacks.
Internet Navigate and use an education based website.	Internet How can I use a search engine to find specific information, use forward and back buttons, hyperlinks, tabs and menus?	Internet How can I access a specific website by typing a specific web address and refine searches by changing language in the search bar?	Internet How can I ascertain reliable websites from less reliable sites and identify bias and fake news.
E safety Use technology safely and responsibly (See RSHE curriculum)	E safety How can I u se technology safely and responsibly? (See RSHE curriculum)	E safety How can I use technology safely and responsibly? (See RSHE curriculum)	E safety How can I use technology safely and responsibly (See RSHE curriculum)
Publishing Use simple graphic programs to draw recognisable images e.g. a rainbow.	Publishing How can I use a simple word processing package to type writing, save a file and print their work.	Publishing How can I select, use and combine a variety of software to accomplish given goals, including collecting, presenting data and information.	Publishing How can I use video editing features to produce a short video, adding credits, sound effects, transition and special effects using appropriate software?
	Publishing How can I use a digital camera to take a photo, view it , edit and delete unwanted files?	Publishing How can I record audio files and add to texts and images for effect.	Publishing How can I select and combine different forms of media for effect e.g. websites, flyer, leaflets, video, sound, email, blogs, podcasts etc.

Computing Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Publishing Use an device e.g. iPad to take photos and videos to support and record their learning.	Publishing How can I make sound effects and music to suit a purpose using a music/audio software application.?	Publishing How can I create a multi-media page using text and images, audio files and hyperlinks.?	Publishing How can I use video editing features to produce a short video, adding credits, sound effects, transition and special effects using appropriate software
Modelling/simulation Use simple web based simulation apps or programs to support learning.	Modelling/simulation How can I use a simple adventure program or simulation and learn about cause and effect?	Modelling/simulation How can I use simulation software to make predictions to support learning in other areas?	Modelling/simulation How can I create multi-track music compositions or rhythms using an appropriate software package e.g. Compose Junior World or 2 Simple Music toolkit?
		Modelling/simulation How can I design simple repeating musical pattern using musical software package e.g. 2 Simple Music toolkits?	Modelling/simulation How can I create a simple stop motion animation from a series of still images using more complex software e.g. Windows Movie maker or Monkey jam.?
		Modelling/simulation How can I make an image move on the screen (simple animation) using appropriate software?	Modelling/simulation How can I create a short animation using blue screen technology using appropriate software? e.g. Windows Moviemaker.
		Data handling How can I extract and input relevant information from and to ICT based spread sheets and databases?	Data handling How can I use ICT based data handling packages to support learning in other areas including various graphs, tables and databases?
		Spreadsheets How can I use a spread sheet to present and edit data or information?	Spreadsheets How can I use a spread sheet to make a one and two step function machine and a more complex formula into a spread sheet e.g. to find area of a perimeter.
			Spreadsheets How can I write and test a spread sheet formula for a specific purpose and use it to model/project or forecast different outcomes when variables are changed.?



History

(Past and present)

Composite

The purpose of history is to stimulate and develop children's curiosity and knowledge about the concept of change over time in different parts of the world relative to what was happening in Britain at the same time and to help them understand that historical knowledge is gained through interpreting historical sources, making links and connections between significant people, periods and events in order to draw conclusions on how and why people's lives have changed.

History Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
An event within living memory Sort events or objects into groups (i.e. then and now.)	An event within living memory What has happened in my lifetime?	An event within living memory What can we learn from a significant national event that is within our living memory?	An event within living memory What can we learn from a significant global event that is within our living memory?
An event within living memory Talk about similarities and differences.	Local history What was Tolleshunt D'Arcy like a long time ago?	Local history What do historical sources tell us about what Tolleshunt D'Arcy and the school was like in the past?	Local history What was it like to live in Tolleshunt D'Arcy during World War II?
An event within living memory Comment on images of familiar situations in the past.	Significant national What do we know about the Great Fire of London?	Significant national events Why did the Romans invade and what did they leave behind?	Significant national events Why did the Romans Leave and who were the Anglo Saxons?
An event within living memory Compare and contrast characters from stories, including figures from the past.	Significant national events What do we know about another significant event either before or after the Great Fire of London?	Significant national events How did Britain change between the Stone Age to the Iron Age?	Significant national events How did the Anglo Saxon's cope with Viking raids and invasion?
An event within living memory Describe things that happened to themselves and other people in the past.	Global legacies National events beyond living memory and their impact and influence on life today e.g. the first aeroplane flight, car, toys	Global legacies How does the achievements of the Ancient Greeks compare with what was happening in Britain?	Global legacies How does the achievements of the Ancient Egyptians compare with what was happening in Britain?
An event within living memory Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.	People who made a difference The life of significant individual who has contributed to national or international achievements.	People who made a difference How did the Victorians and Queen Victoria make a difference to life in Britain?	People who made a difference Why was Henry VIII known to have so many wives?
An event within living memory Recall some facts about people/events before living memory.	Significant people Who were Florence Nightingale and Mary Seacole?	Significant People How did a British inventor contribute to national and international social justice?	Significant People What was early Islamic life like when Mohammad was alive?

History : Historical Enquiry (these are not stand alone units, they are the means for acquiring unit knowledge)



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Interpreting historical sources Talk about photographs, artefacts, books, pictures	Interpreting historical sources How to look for clues about the past in photographs, artefacts, books, pictures	Interpreting historical sources How to analyse and evaluate documents, printed sources (archive materials) the Internet.	Interpreting historical sources How to use methods of historical enquiry, including how evidence is used to make historical claims.
	Interpreting historical sources How to look for clues about the past in stories and eye witness accounts.	Interpreting historical sources How to analyse and evaluate historic evidence in databases, pictures, photographs, music and artefacts.	Interpreting historical sources How to discern how and why contrasting arguments and interpretations of the past have been constructed.
	Interpreting historical sources How to look for clues about the past in historical sites, buildings, museums or galleries and the internet	Interpreting historical sources How to analyse and evaluate historic evidence in buildings, visits to museums or galleries and visits to historic sites	Interpreting historical sources How to consider bias such as propaganda materials from WWII from both British and German perspectives.
	Knowledge of enquiry How to generate questions from historic sources and recognise we may not have all the answers	Knowledge of enquiry How to recognise history is an opinion/interpretation of historic sources rather than fact there can be different version of the same event e.g. the nativity story	Knowledge of enquiry How to generate a line of enquiry and decide which sources are most reliable and that sources and people can have a point of view
Chronology Understand tomorrow, today, yesterday, last week and talk about a significant person they know within living memory.	Chronology How to place events relatively on a time line (no dates) and talk about a significant person they know beyond living memory e.g. Jesus	Chronology How to place people and events studied since Reception on a time line (with dates) acknowledging relative gaps e.g. Jesus and Romans close together and today and their birth close.	Chronology How to place periods of history on a time line acknowledging where periods overlap and what was happening in Britain when studying Ancient Egypt



Geography

(The natural world)

Composite

The purpose of geography is to stimulate and develop children's curiosity and knowledge of local, national and global places of interest including environmental issues by gathering evidence to find out what different places are like, where are they located, how and they are changing and how areas under threat can be protected for future generations.

Geography Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Local place knowledge Explore the natural world around them and describe what they see, hear and feel whilst outside.	Local place knowledge What types of buildings and places are in Tolleshunt D'Arcy ? (See geographical vocab in NC)	Local place knowledge Where is Tolleshunt D'Arcy , what is it like and how has it changed?	Local place knowledge What local issues does Tolleshunt D'Arcy face?
Local place knowledge Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	National place knowledge What is the United Kingdom, where is it and what is it like?	National place knowledge What does the landscape look like in different parts of the United Kingdom and how is it changing?	National place knowledge How is the landscape in the United Kingdom changing in terms of a growing population and coastal erosion?
Local place knowledge Understand and explain the effect of changing seasons on the natural world around them.	Global knowledge How is our local area similar and different to a place in another part of the world ? (See geographical vocab in NC)	Global knowledge How does the landscape in a region of the UK look different to a region in Europe?	Global knowledge How does the landscape of a region in the UK look different to a region in north and south America and what environmental pressures does they face?
Global knowledge Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps	Locational knowledge What can we learn about our world from globes , atlases and maps?	Locational knowledge How does latitude and longitude affect different parts of the world?	Locational knowledge What are the features of different world environmental regions and how might they be under threat?
	Locational knowledge What is a map and can I draw a map (bird's eye view) of my school?	Locational knowledge How drawing a map of our village help us understand how the land is being used?	Locational knowledge How can I draw different types of maps to represent a place?
	Physical and human geography What is the weather like in this country and other parts of the word?	Physical and human geography How is weather connected to the water cycle and how does water affect the landscape?	Physical and human geography How are biomes, vegetation belts and climate zones connected and how are they changing?
		Physical and human geography Why do we have volcanoes and earthquakes?	Physical and human geography What is like to live in a mountainous environment?

Geography Progression Statements through inquiry



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Environmental issues How can we look after our school allotment?	Environmental issues What is spoiling my local area and what can we do?	Environmental issues How are humans spoiling the natural landscape in the UK?	Environmental issues What global environmental issue is the world currently facing?
	Geographical Skills Know how to use and acquire simple fieldwork and observational skills to study the school grounds and surrounding environment.	Geographical Skills Know how to use maps, including OS maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical Skills Know how to use maps, including OS maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Geographical Skills Know how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Geographical Skills Know how to Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	Geographical Skills Know how to use maps, including OS maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Geographical Skills Know how to use simple compass directions (N, S, and W) and locational and directional language to describe the location of features and routes on a map	Geographical Skills Know how to use fieldwork to observe, measure, record and present the human and physical features in the local area	Geographical Skills Know how to use fieldwork to observe, measure, record and present the human and physical features in the local area
	Geographical Skills Know how to use aerial photographs and planning perspectives to recognise landmarks and basic human and physical features;	Geographical Skills Know how to use a range of methods, including sketch maps, plans and graphs, and digital technologies.	Geographical Skills Know how to use a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Geographical Skills Know how to devise simple maps; and using and constructing basic symbols in a key	Geographical Skills Know how to represent places using diagrams, maps and plans	Geographical Skills Know how to use a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Geographical Skills Notice similarities and differences between places	Geographical Skills Know how to suggest solutions to geographical issues.	Geographical Skills Know how to suggest creative solutions to geographical issues as well unintended consequences.



Spanish

Composite

The purpose of Spanish is to stimulate curiosity for language and to help children a build basic grasp of conversational Spanish based on asking and answering questions as well as building the knowledge they need to read and write simple words, phrases and sentences.

Spanish Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Question and response Respond to the question 'Comment t'appelles-tu?' (What is your name?)	Question and response Respond to the question 'Quelle est la date aujourd'hui?' (What is the date today?)	Question and response Respond to the question 'Qu'est-ce qu'il a? /elle a?' (what does he/she have?)
	Question and response Respond to the question 'Comment ca-va?' (How are you?)	Question and response Respond to the question 'Quelle est la date de ton anniversaire?' (When is your birthday?)	Question and response Respond to the question 'Qu'est-ce que tu fais? Qu'est-ce qu'il fait?' (What are you/he doing?)
	Question and response Respond to the question 'Quel âge as-tu?' (How old are you?)	Question and response Respond to the question 'Quel temps fait-il?' (What is the weather like?)	Question and response Respond to the question 'Qu'est-ce que tu aimes faire?' (What do you like to do?)
	Question and response Respond to the question 'As-tu des frères et des sœurs?' (Do you have any brothers or sisters?)	Question and response Respond to the question 'Quelle heure est-il?' (What time is it?)	Question and response Respond to the question 'C'est combien?' (How much is it?)
	Question and response Respond to the question 'Où habites-tu?' (Where do you live?)	Question and response Respond to the question 'Tu es comment? Comment vas-tu?' (How are you?)	Question and response Respond to the question 'Où vas-tu?' (Where are you going?)
	Question and response Respond to the question 'Qu'est-ce que c'est?' (What is that?)	Question and response Respond to the question 'Qu'est-ce que tu aimes?' (What do you like doing?)	Question and response Respond to the question 'Qu'est-ce qu'on va faire?' (what are we going to do?)
	Question and response Respond to the question 'As-tu un animal?' (Do you have any pets/animals?)	Question and response Respond to the question 'Qu'est-ce que tu portes?' (What are you wearing?)	Question and response Respond to the question 'Où est la ...?' (Where is the...?)

Spanish Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Vocabulary Name at least 6-8 colours in Spanish.	Vocabulary Count to 69 in Spanish	Vocabulary Count to 100 in Spanish
	Vocabulary Count to 31 in Spanish.	Vocabulary Name 5 food/drink items in Spanish	Vocabulary Name 5 countries in Spanish
	Vocabulary Name 5-8 pets/animals in Spanish.	Vocabulary Name 5 school subjects in Spanish	Vocabulary Name 10 places in a town in Spanish.
	Vocabulary Name the days of the week and months of the year in Spanish.	Vocabulary Name 5 body parts and 5 items of clothing in Spanish	Vocabulary Name 5 forms of transport in Spanish
	Vocabulary Name 5-8 classroom items in Spanish.	Vocabulary Name 5 hobbies/ pastimes in Spanish	Vocabulary Name 10 rooms in a house/building
	Vocabulary Name 5-8 family members in Spanish e.g brother (frere)	Vocabulary Name 5 forms of transport in Spanish	Vocabulary Name Spanish terms for turn left, right, straight on.
	Vocabulary Name 5-8 weather related words/phrases in Spanish.	Vocabulary Name the 4 seasons and say the alphabet in Spanish	Vocabulary Name Spanish terms associated with telling the time

Spanish Progression Statements



Early Years

Key Stage 1

Speaking

Say Spanish alphabet with correct pronunciation..

Speaking

Sing familiar children songs in Spanish with actions.

Lower Key Stage 2

Speaking

Say a sentence using etre in the first person present tense e.g. Je suis une feme.

Speaking

Say a sentence using avoir in the first person e.g J'ai un frere

Speaking

Say of a negative form of etre and avoir e.g. Je ne suis une fille.

Speaking

Say a sentence using etre in the third person present tense e.g C'est une garcon.

Speaking

Say correct agreement form for and masculine and feminine nouns (un and une)

Speaking

Say correct agreement form for plurals (le.la, les)

Upper Key Stage 2

Speaking

Describe oneself using several connected sentences (paragraph).

Speaking

Describe another person using several connected sentences (paragraph).

Speaking

Say a sentence using aller in the present tense

Speaking

Describe your daily routine including what you are wearing, what clothes you like/dislike and how much they cost

Speaking

Talk about plans for a trip describing where you are going and how you will get there

Speaking

Memorise and present a short passage of spoken text, a conversation or a song to an audience

Speaking

Describe the planets using a range of adjectives and some simple prepositions

Spanish Progression Statements



Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Reading Read and translate 5 colors	Read Read and translate a simple Spanish phrase/sentence into English	Read Translate a passage about a person from Spanish into English
	Reading Read and translate numbers up to 20	Read Read and translate a simple play script	Read Read aloud and select the correct word cards to match the time on a clock to the nearest 5 minutes
	Reading Read and translate days of the week	Read Read and translate time phrases to nearest ¼ an hour on a clock face	Read Read correctly 9 rooms in the house and sort word/sentence cards to describe what you do in a certain room
	Reading Read and translate 5 pets or animals	Read and write Read and write 10 school subjects and cloth items	Writing Manipulate language by changing the noun, verb or adjective in a sentence to create a new sentence
	Reading Read and translate 5 classroom items	Read and write Read and write 10 body parts and food/drink items	Writing Write a paragraph about oneself with the aid of a model.
		Read and write Read and write 10 modes of transport and pastimes	Writing Write a paragraph about a friend with the aid of a model (use correct pronouns)
		Read and write Read and write months of the year and the 4 seasons	Writing Write a pamphlet on the solar system - describe the planets using a range of adjectives and simple prepositions

Spanish Progression Statements



Early Years

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Grammar

Read and order sentences to form a paragraph based on a character description

Grammar

Use conditional tense to order food

Grammar

Read and match model Q&A sentences including negative form

Grammar

Understand conditional tenses with specific reference to ordering food

Grammar

Convert a basic model sentence into the negative form

Grammar

Understand how to conjugate er/ir/re verbs in the present tense

Grammar

Place an adjective in the correct position in a model sentence.

Grammar

Correctly conjugate Avoir, Etre, Aller, ER verbs, IR verbs and RE verbs in the present tense

Grammar

Add conjunctions to extend a sentence e.g. et or mais

Grammar

Recognise and use simple basic plural forms. Agreement of adjectives with plurals

Grammar

Select the correct article to go with a noun - Le, la, l', les, un, une, des

Grammar

Recognise and use a range of prepositions and connectives in their work

Grammar

Understand possessive pronouns and present tense avoir/etre/aller and near future aller e.g I am going to.