



Learning through faith,
we dream, believe and achieve.

St. Edmund's CofE Primary and Nursery School



Skills Progression Maps

Foundation Subjects





Learning through faith,
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1. Art
2. Computing
3. Design Technology
4. Geography
5. History
6. Modern Foreign Languages (TBC)
7. Music (TBC)
8. Physical Education
9. Religious Education (TBC)
10. Science





Art and Design Skills Progression Map

Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists covered during the year.		- Andy Goldsworthy (pattern, form, shape and space) - LS Lowry (Line technique) - Steven Brown (texture) - Giuseppe Arcimoldo (shape and form)	- Mark Rothko (colour Mixing) - Wassily Kandinsky- Concentric circles (colour mixing) - Gaudi Trencadis (animal sculpture) - Gary Hodges (pencil drawing, tone, texture)	- Michael Grab (stone sculpture) - Alfred Wallis (seaside scenes) - Van Gough (sunflower paintings) - Georgia O'Keefe (flowers using shades and tints)	- Abigail brown (Papier Mache) - Henri Rousseau(exotic landscape) - Claude Monet (water colour) - Eric Kenning (realism/portrait work)	- Kandinsky- Gouache - South American art- Oil Pastels	- William Morris - John Singer Sargent. - Greek architecture
Painting	- Explores colour and how colours can be changed - Beginning to be interested in and describe the texture of things	- Experiment with paint using a range of tools such as hands, rollers and different sized brushes - Lighten and darken paint. - Paint on different surfaces with a range of media. - Name the primary colours and start to mix secondary colours.(Andy Goldsworthy)	- Use layering, mixing media, and adding texture when painting. - Understand the use of tints using white and tones by adding black. - Build confidence when colour mixing. - Be able to choose a suitable brush to make the appropriate marks.	- Use a range of brushes to demonstrate increasing control and experiment with different effects and textures. - Experiment by painting with different media such as sticks or feathers to achieve a desired effect. - Use 'sponging technique' to explore making texture using paint. - Understand how to create a background using a wash. - Create intricate designs using intricate brushes. - Use light and dark within painting and begin to explore complimentary colours. - Mix colour, shades and tones with increasing confidence (Georgia O'Keefe).	- Confidently control the types of marks made through impressionism and using different sized sable brushes. - Create different effects by using colour washing/water colour paint. - Develop the skill of using small brush strokes - Start to develop a painting from a drawing (Claude Monet landscapes) - Work in the style of an Artist (Claude Monet) but without copying. - Mix colour with increasing confidence to show light and shadows.	- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. - Mix and match colours to create atmosphere and light effects. - Mix colour, shades and tones with confidence building on previous knowledge. - Start to develop their own style using tonal contrast and mixed media.	- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. (William Morris- wallpaper) - Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. - Mix colour, shades and tones with confidence building on previous knowledge. - Start to develop their own style using tonal contrast and mixed media.

Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas (sketchbook based)	Look and talk about what they have produced, describing simple techniques and materials.	- Start to record simple media explorations in their sketch book. (LS Lowry) - Explore colour mixing and the colour wheel. (Andy Goldsworthy)	- Plan and develop simple ideas. - Build information on colour mixing, the colour wheel and colour spectrums. - Collect textures and patterns to inform other work	- Record media explorations and experiments as well as try out ideas. - Identify interesting aspects of objects as a starting point for work. - Express feelings about artwork. - Make notes about techniques used by artists. - Explore ideas of how to improve other artists work.	- Collect and record visual information from different sources as well as planning and collecting materials for future work. - Express likes and dislikes of own work as well as their peers and various artists. - Adapt and improve own work as well as the artists original ideas.	- Keep notes on how to develop work further. - Adapt work as and when is necessary and explain why.	- Annotate their own work. - Use skills learnt in other year groups independently.
Drawing	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	- Experiment with a variety of media. - Begin to control the types of marks made with a range of media. - Draw on different surfaces. - Use techniques such as, hatching, scribbling, stippling and blending.	- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. - Demonstrate control over marks being made. - Use different grades of pencil.	- Develop line drawing/sketching skills with the use of different grades of pencil. - Develop shading skills with the use of various grades of pencil. - Explore and develop three dimension and perspective (Van Gough) - Begin to represent texture (animal fur) and detail (amulet designs) in drawings. - To begin to apply observational skills when drawing (flotsam-items that have been washed up).	- Develop blending and shading skills by using different thicknesses of charcoal. - Draw for a sustained period of time. - Use various implements such as rubbers and different thicknesses of charcoal to develop skills to show light and shadows. - To deepen observational skills when drawing (using artefacts & comparing recent soldiers with Roman soldiers.	- Work more independently to create a more detailed drawing. - Use different techniques for different purposes in one piece of art. - Start to develop their own style. - Use a single focal point and horizon when teaching perspective. - Start to think about composition, scale and proportion in drawing. - Develop close observational skills.	- Draw for a sustained period of time over a number of sessions working on one piece. - Develop their own style using mixed media. Use own medium to create portrait pictures (John Singer Sargent). - Design a wallpaper sample (William Morris)



Computing - Skills Progression Map

Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding what algorithms are (coding)	- Record routes of a floor robot - Understand basic commands: forwards, up & down - Link commands with a programmable toy (BeeBot) - Plan and test a toys journey	- Predict the outcomes of a set of instructions - Develop use of mathematic language (right angle turn) - Use repeat commands to shorten programming commands	- Experiment with variables (speed & time) to control a model - Develop use of angles – 45 and 90 degree - Programme on-screen robot with series of directional instructions	- Increase the range of angles for specific turns – 180, 270 degrees - Control an onscreen robot to move from one point to another - Make predictions about what will happen before they run their program	- Code/program to control and external device – Lego programmable Mindstorm - Connect external tools to measure: sound, heat, light or heart rate - Ask questions 'what if' to test coding sequences and develop trial and error skills	Develop complexity of algorithms in coding work
Create and debug simple programs & Use logical reasoning to predict behaviour of programs	Create a simple series of instructions – basic directions (left, right, turn around)	- Test and improve/amend a set of instructions/commands - Write a simple program and test it - Predict the outcome of a program will be in advance of it running	- Program to create simple shapes (2D) on screen - Build on number and range of commands when programming	- Use repeat instructions to draw simple shapes with less commands - Experiment with command variables (time, speed, width, colour) to control a model	- Combine a sequence of instruction to turn a device on and off - Use terms input and output - Write programs which have repeated sequences of commands	- Detect and correct errors in complex programs - Refine a series of instructions to shorten coding instructions
Look at, and develop an understanding of technology all around us and how to use it including: internet & networks	- Use a virtual email program to send messages - Start to word process and use the key board to write messages - Print out a page to a linked printer	- Navigate a website using links - Print off web pages for research of topic - Search a website for specific information	- Word process messages and documents for communication purposes – using range of tools - Save an image from a source and then copy and paste into a document - Use the internet to make notes for a topic – copy and pasting specific sections	- Copy and paste images from sources into other applications. - Refine searching skills to find information on the internet - Find, save, open and organise files - Use tabbed browsing to have several pages open when conducting research - Open and use a variety of document types- Word, PDF, power point	- Use instant messaging tool to communicate with class members - Video chat with children from another school - Compare results of different searches and use key words to refine searching - Look at a variety of websites for a specific task and copy/paste sections based on the comparative merit - Save a bank of information linked to a specific task of line of enquiry - Download a variety of file types and save systematically for later use - Use technology to collect still and video images for a range of purposes - Construct a homepage for a website with embedded links to other pages*	- Contribute to an online debate or discussion – use forums or blogs - Increase internet search skills with 'such as', 'or' and 'plus'

Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using technology for a purpose: organise, store, manipulate and retrieve	• Use a digital camera or app to take pictures • Enter information into a table/template to produce a graph • Discuss the results and what a graph shows	• Make a simple slide show using pictures and animation • Use tools to produce own original picture • Extend use of handling more information	• Generate a graph independently • Present information as a graph and talk about the results • Create a database and input data • Sort and search databases to answer questions • Use a branching database • Create a presentation for a specific audience and purpose combining text & images • Change font size, style, position	• Make a simple slide show – power point type presentation • Use increasing range of draw tools to create original or compound shapes for a specific purpose • Use spreadsheets to enter data using correct language: cell, row & column • Use spreadsheets to make charts	• Increase understanding of online resources - podcasts, online radio, YouTube for specific purposes • Download and upload video clips, music recordings • Manipulate and edit video and audio clips using software • Embed music into presentations • Produce a presentation with original video and audio content • Use word count to produce a document of a minimum length • Use bullet points and numbering tools • Create a formula for a spread sheet and evaluate • Search databases using symbols (= < >) • Plan and construct a database developing a fields, rows and columns	• Increase range of skills with video and picture editing • Save files in a variety of formats to reduce file size or to prevent copying • Make a A4 poster using a variety of graphic design skills • Alter page set-up options for margins, paper size and orientation • Use tools formatting tools: headings, picture positioning, borders • Use word processing software for a specific purpose: playscript, information booklet, leaflet • Collect live data on a computer such as: temperature, light levels • Identify data error, trends, sequences and patterns • Discuss data collected and present the information as a database or spreadsheet • Use data in a spreadsheet along with the formulae bar to investigate mathematic patterns – mean, mode, median, range



Computing - Skills Progression Map (Continued)



Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-Safety	- Follow the school's Safer Internet Rules - Understand the different methods of communication- blogs, emails, tweets - Understand that only emails from known sources should be opened - Send and receive emails as a class - Be clear on the need not to share personal information - Pupils need to know what steps to take if a stranger tries to make contact via online communication	- Recognise pop-ups and adverts on websites and understand how to respond - To use agreed school agreed websites and search engines - Understand how bookmarks work - Look at websites objectively and discuss the accuracy of content - Understand copy right issues around images - Use passwords to access a secure site	- Deepen understanding that information online may have bias to manipulate or persuade - Be clear on rules about the sharing and exchange of learning and ideas online – no address, personal information - Understand that once personal information is on the internet it is accessible to others - Use of an alias to maintain protection of identity when online - Discuss how to verify information on the internet to check its accuracy and authenticity	- Understand the term plagiarism and how to restructure represent information to make it original - Understand copy right extends to music and video - Discuss cyberbullying and its consequences and how to report it - Understand how different communication tools vary in their use – school website, twitter account, TikTok - Be clear on opening emails and attachments which may not be 'safe' or from a known source - Understand search outcomes at home and school may be different but to report any concerns to a trusted adult	- To assess passwords for strength and how to ensure security is maintained - The use of a alias when online is wise – gaming, chat rooms or social networks -where age appropriate - Competently use the internet as a search tool - Develop a greater understanding of domain names-.co.uk, .com, .sch, org - Have the knowledge to know what to do if they receive something malicious or inappropriate - To understand that to post another person's image, picture or video without permission is forbidden - GDPR - To know that it is dangerous to arrange to meet someone met online - To have the skills and understanding that security settings can be altered – YouTube private vs public	- Reference research sources when producing a report where information has been sources online - Develop a growing understanding of how to make independent the risks of apps and internet-based software - Refine skills and strategies to critically evaluate sources of information – skim reading, comparing sources and skim reading Be clear that pictures, videos and posts once online are very difficult to remove Develop an understanding that some adults may use techniques (grooming) to seek personal information or images

****for future development – see action plan Y6 bold objectives are transition KS2 – KS3***



Design and Technology Skills Progression Map



Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	- Explain what they are making and which materials they are using. - Select materials from a limited range that will meet a simple design criteria e.g. shiny. - Select and name the tools needed to work the materials e.g. scissors for paper. - Explore ideas by rearranging materials. - Describe simple models or drawings of ideas and intentions.	- Begin to draw on their own experience to help generate ideas and research conducted on criteria. - Begin to understand the development of existing products: Explain what they are for, how they work, what materials have been used. - Start to suggest ideas and explain what they are going to do. - Begin to develop their ideas through talk and simple drawings. - Communicate with others about how they want to construct their product - Explain how they intend to fix simple materials	- Start to generate ideas by drawing on their own and other people's experiences. - Begin to develop their design ideas through discussion, observation, drawing and modelling. - Identify a purpose for what they intend to design and make. - Develop their ideas through talk and drawings and label parts. - Make templates and mock ups of their ideas in card and paper or using ICT (if relevant) - Begin to explain why they chose a certain material - Develop their own ideas from given starting points - Start to understand whether products can be recycled or reused.	- With growing confidence generate ideas for an item, considering its purpose and the user/s. - Start to order the main stages of making a product. - Identify a purpose and establish criteria for a successful product. - Understand how well products have been designed, made, what materials have been used and the construction technique. - Know to make drawings with labels when designing. - When planning explain their choice of materials and components including function and aesthetics. - Put together a step-by-step plan which shows the order and also what equipment and tools they need.	- Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. - Confidently make labelled drawings from different views showing specific features. - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. - Identify the strengths and areas for development in their ideas and products. - When planning, consider the views of others (including intended users) to improve their work. - When planning explain their choice of materials and components according to function and aesthetic. - Take account of the ideas of others when designing - Produce a plan and explain it to others	- Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, pattern pieces - Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - With growing confidence apply a range of finishing techniques, including those from art and design. - Plan the order of their work, choosing appropriate materials, tools and techniques. - Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. - Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. - Use market research to inform plans - Follow and refine their initial plan if necessary - Convincingly justify their plan to someone else.	

Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working with tools, equipment, materials and components to make quality products	- Begin to create their design using basic techniques. - Start to build structures, joining components together. - Look at simple hinges, wheels and axles. - Use technical vocabulary when appropriate. - Begin to use scissors to cut straight and curved edges and hole - pinches to punch holes. - Explore using/ holding basic tools such as a saw or hammer. - Use adhesives to join material.	- Begin to make their design using appropriate techniques. - Begin to build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms [for example, sliders, wheels and axles, in their products. - Identify and talk about products which use electricity to make them work - With help measure, mark out, cut and shape a range of materials. - Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. - Begin to use simple finishing techniques to improve the appearance of their product. - Make a product which moves.	- Begin to select tools and materials; use correct vocabulary to name and describe them. - With help measure, cut and score with some accuracy. - Learn to use hand tools safely and appropriately. - Start to assemble, join and combine materials in order to make a product – e.g. a pop up card - Demonstrate how to cut, shape and join fabric to make a simple product. - Use basic sewing techniques. - Start to choose and use appropriate finishing techniques based on own ideas. - Select the best tools and materials - Be able to join things (materials/ components) together in different ways - Measure materials to use in a model or structure.	- Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and. - Explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Start to understand that mechanical and electrical systems have an input, process and output. - Start to understand that mechanical systems such as levers create movement. - Measure, mark out, cut, score and assemble components with more accuracy. - Start to work safely and accurately with a range of simple tools. - Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. - Use equipment safely - Make choices of material both for its appearance and qualities - Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut. - Try alternative ways of fixing something if the first attempt is not successful - Create and use simple gears. - Use a simple pattern to create a life-sized item of clothing - Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.	- Select a wider range of tools and techniques for making their product safely. - Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. - Start to join and combine materials and components accurately in temporary and permanent ways. - Know how mechanical systems such as cams or pulleys or gears create movement. - Understand how to reinforce and strengthen a 3D framework. - Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. - Persevere with their product even though their original idea might not have worked. - Create a more complex pop up (e.g. card).	- Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. - Demonstrate how to use skills in using different tools and equipment safely and accurately - With growing confidence cut and join with accuracy to ensure a good-quality finish to the product - Weigh and measure accurately (time, dry ingredients, and liquids). - Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. - Make up a prototype first - Measure accurately to ensure that everything is precise - Demonstrate motivation/perseverance to refine and improve their products - Create a 3D product using a range of materials.	- Confidently select appropriate tools, materials, components and techniques and use them. - Use tools safely and accurately. - Assemble components to make working models. - Aim to make and to achieve a quality product. - With confidence pin, sew and stitch materials together to create a product. - Demonstrate when make modifications as they go along. - Construct products using permanent joining techniques. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Know how to reinforce and strengthen a 3D framework. - Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT - Combine fabric to make a high quality product for a purpose - Use a craft knife, cutting mat and safety ruler with close supervision (one to one).



Design and Technology Skills Progression Map (Continued)



Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating processes and products	• Say what they like and do not like about items they have made and attempt to say why. • Begin to talk about their designs as they develop and identify good and bad points. • Start to talk about changes made during the making process. • Discuss how closely their finished products meet their design criteria.	• Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). • When looking at existing products explain what they like and dislike about the products and why. • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.	• Evaluate their work against their design criteria. • Look at a range of existing products and explain what they like and dislike about Products and why. • Start to evaluate their products as they are developed, identifying what went well and possible changes they might make next time. • With confidence talk about their ideas.	• Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose • Suggest some improvements and say what was good and not so good about their original design • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Suggest some improvements and say what was good and not so good about their original design • Begin to explain how they can improve their original designs • Evaluate their product, thinking of both appearance and the way it works.	• Evaluate their work both during and at the end of the assignment. • Evaluate their products carrying out appropriate tests. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Suggest some improvements and say what was good and not so good about their original design • Begin to explain how they can improve their original designs • Evaluate their product, thinking of both appearance and the way it works.	• Start to evaluate a product against the original design specification and by carrying out tests. • Evaluate their work both during and at the end of the assignment. • Begin to seek evaluation from others. • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Evaluate appearance and function against original criteria.	• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate their work both during and at the end of the assignment. • Begin to seek evaluation from others. • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be improved. • Evaluate how the key designs of individuals in design and technology have helped shape the world. • Test and evaluate their final product • Evaluate if their product meets all design criteria • Justify why they selected specific materials.

Skill Element	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	• Begin to develop a food vocabulary using taste, smell, texture and feel. • Explore familiar food products e.g. fruit and vegetables. • Stir, spread, knead and shape a range of food and ingredients. • Begin to work safely and hygienically. • Start to think about the need for a variety of foods in a diet. • Measure and weigh food items, non-statutory measures e.g. spoons, cups.	• Begin to understand that all food comes from plants or animals. • Explore common food sources (e.g. from food or animals) • Start to understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') • Know how to prepare simple dishes safely and hygienically, without using a heat source. • Know how to use techniques such as cutting, peeling and grating. • Measure and weigh food items using non-standard measures (e.g. spoons and cups)	• Develop understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries. • Understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') • Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!) • Recognise the need for a variety of food in a diet. • Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • Make dishes from other countries (if relevant to learning theme)	• Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. • Understand how to prepare and cook a variety of dishes including experience of using a heat source. • Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Know how a healthy diet is made up from a variety and balance of different food and drink. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods) • Understand what to do to be hygienic and safe to become familiar with some of the processes that foods go through to preserve them/make them more appealing.	• Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. • Begin to understand that seasons may affect the food available. • Understand how food is processed into ingredients that can be eaten or used in cooking. • Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source • Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate a meal and consider if they contribute towards a balanced diet • Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health. • Explain what times of year particular foods are eaten in • Describe what to do to be hygienic and safe • Use appropriate tools and equipment, weighing and measuring with scales.	• Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. • Begin to understand that seasons may affect the food available. • Understand how food is processed into ingredients that can be eaten or used in cooking. • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source • Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • Evaluate a meal and consider if they contribute towards a balanced diet • Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health. • Use appropriate tools and equipment, weighing and measuring with scales. • Plan a healthy and affordable diet	



Geography Skills Progression Map



Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	-Teacher led enquires, to ask and respond to simple question. -Use information books and pictures as sources of information. -Investigate their surroundings. -Make observations about where things are e.g. <i>within school or local area.</i>	-Children encouraged to ask simple geographical questions: <i>Where is it? What's it like?</i> -Use NF books, stories, maps, photos, infant atlases and internet as sources of information. -Investigate their surroundings. -Make appropriate observations about the location of geographical features and why they occur e.g. <i>such as London and Mansfield Woodhouse.</i> -Make simple comparisons between features of different places.	-Begin to ask/ initiate geographical questions. -Use NF books, stories, junior atlases, photos and internet as sources on formation. -Investigate places and themes at more than one scale e.g. Egypt in detail through the path of the Nile. -Begin to collect and record evidence. -Analyse evidence and begin to draw comparisons between two locations using photo/ pictures, temperatures in different locations.	-Ask and respond to questions and offer their own ideas. -Extend to satellite images and aerial photographs. -Investigate places and themes at more than one scale. -Collect and record evidence with some aid. E.g. looking at maps from the past comparing to maps of today. -Analyse evidence and draw conclusions between locations photos/ pictures/ maps.	-Begin to suggest questions for investigating. -Begin to use primary and secondary evidence in their investigations. -Investigate places with more emphasis on the large scale; contrasting and distant places. -Collect and record evidence unaided. -Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it.	-Suggest questions for investigating. -Use primary and secondary sources of evidence in their investigations. -Investigate places with more emphasis on detailed maps; contrasting and distant places. -Collect and record evidence unaided. -Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it.
Direction/ Location	-Follow directions: up, down, left/ right, forwards/ backwards.	-Follow directions: including NSEW	-Use 4 compass points to follow/ give directions. -Use letter/ no. co-ordinates to locate features on a map.	-Use 4 compass points confidently and accurately. -Use letter/ no. co-ordinates to locate features on a map confidently. -Use latitude and longitude on atlas maps.	-Use 8 compass points. -Begin to use 4 figure co-ordinates to locate features on a map.	-Use 8 compass points confidently and accurately. -Use 4 figure co-ordinates confidently to locate features on a map. -Begin to use 6 figure grid references.
Drawing maps	-Draw picture maps of imaginary places and from stories. e.g. focus T4W text.	-Draw a map of a real or imaginary place.	-Begin to make a map of a short route experienced, with features in the correct order and to then test the accuracy. -Begin to make a simple scale drawing.	-Correctly make a map of a short route experienced, with features in correct order. -Make a simple scale drawing to a given scale, after a discussion. e.g. 1cm – 10cm	-Begin to draw a variety of thematic maps based on their own data. e.g. <i>cities that were heavily bombed during WW2.</i>	-Draw a variety of thematic maps based on their own data and observations. -Begin to draw plans of increasing complexity. e.g. <i>the cross section of a volcano.</i>
Representation	-Use own symbols on a map.	-Begin to understand the need for a key. -Use class agreed symbols to make a simple key.	-Know why a key is needed. -Use standard OS symbols e.g. <i>station, stately homes, motorways, rivers, forests, golf course.</i>	-Know why a key is needed. -Extend knowledge of OS map e.g. schools, windmills, churches, quarries, footpaths, bridal ways.	-Draw a sketch map using symbols and a key. -Use/ recognise OS map symbols and link to coordinate work.	-Use/ recognise OS map symbols. -Extend atlas use of greater understanding of symbols and types of maps. E.g. pollution, relief, climate.

Using maps	-Use a simple picture map to move around the school. -Recognise maps are about a place.	-Follow a familiar route on a map. -Use a plan view. e.g. of the classroom. -Use an infant atlas to locate places.	-Locate places on larger scale maps e.g. countries within Europe. -Follow a route on a map with some accuracy. (e.g. whilst orienteering).	-Locate places on larger scale maps, finding different countries within a continent. -Follow a route on a large scale map.	-Compare maps with aerial photographs. -Select maps for specific purpose. -Begin to use atlases to find out about other features of places (e.g. mountain ranges and deserts).	-Follow a short route on an OS map. -Describe features shown on OS maps. -Locate specific places on a world map, linked closely to personal topics. -Use atlases to find out about other features of places (e.g. weather patterns).
Scale/ Distance	-Use relative vocabulary (e.g. bigger/smaller).	-Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	-Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	-Begin to match boundaries (e.g. find same boundary within a country on different scale maps).	-Measure straight line distance on a plan and convert accurately using a scale. (e.g. WW2 bombings) -Find and recognise places on maps of different scales.	-Use a scale to measure distance on an imaginary or real journey. -Draw/ use maps and plans at a range of scales.
Style of map	-Picture maps and globes. -Identify land/ sea on a globe.	-Teacher drawn map. -Infant atlas.	-Road map scale. -Begin to use junior atlases. -Recognise a world map as a flattened globe.	-Landranger map scale. -Junior atlases. -Map sites on the internet. -Identify features on aerial/ oblique photographs.	-Index and contents pages within atlases. -Explorer series of OS maps. -Use a compass to orientate a map.	-Use a range of appropriate OS maps, including orienteering maps (mastermap scale). -Confidently use an atlas for a specific purpose linked to independent topic work. -Use a compass to orientate from one point to another.



History Skills Progression Map



Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	-Sequence events in own life. -Sequence 3 or 4 artefacts from distinctly different periods of time. -Match objects to people of different ages and begin to explain the reasoning behind decisions. -Use a range of words and phrases relating to the past: <i>old, new, a long time ago, artefact, memory, timeline.</i>	-Sequence artefacts which are closer together in time, giving reason for the order. -Sequence photographs e.g. from different periods of their life. -Describe memories of key events in life. -Use an increasing range of words and phrases relating to the past: <i>past, present, chronological order, event, evidence</i>	-Place each time period studied on a timeline. -Accurately sequence several events or artefacts. -Use dates and terms related to the unit of study e.g. <i>ice age 2.4 million years ago until 11,700 years ago</i> -Use mathematical knowledge to work out how long ago events would have happened e.g. reign of King Tutankhamun -Begin to use and understand more complex terms e.g. <i>BC/AD, ancient, sources, decade, century,</i>	-Place events from within a period studied on a timeline e.g. Gaius Julius Caesar's invasion of Britain and that of Claudius. -Use terms related to the periods studied (<i>legionary, celt, round house</i>) and begin to date events. -Use mathematical skills to round up time differences into centuries and decades. -Understand, develop and use complex vocabulary accurately when both writing about history and in discussion.	-Know and sequence key events of different time periods that have been studied on a timeline. -Use relevant terms and period labels <i>-axis, allies, second front, home front</i> -Make comparisons between different times in the past – changes in technology, borders, religion, politics	-Place current study on a timeline in relation to the other studied – reflect on all prior learning and current events. -Place a specific event from a studied time period on a timeline by decade. -Use relevant dates and terms -Sequence up to 10 events on a timeline within a specific historical period e.g. Victorians birth and death of Queen Victoria and Prince Albert
Range and depth of historical knowledge	-Recognise the difference between past and present in their own lives. -Know and recount episodes from stories about the past.	-Recognise why people did things, why events happened and what happened as a result. e.g. Guy Fawkes in conflict with Catholics and Protestants -Identify differences between ways of life at different times. e.g. school life during 1666 and today. -Retell a familiar story set in the past.	-Find out about everyday lives of people in chosen time periods and compare with our life today. -Identify reasons for and results of people's actions. e.g. Egyptian funerary practices and the after-life -Begin to offer some explanation for some events in the past in writing and discussions.	-Use evidence to reconstruct life in studied time periods. -Identify key features and events of the time periods studied and explain the significance of these. -Look for links and effects in the time periods studied. -Offer a reasoned explanation for some key events with evidence to support.	-Study different aspects of different people – differences between men and women in WW2. -Examine causes and results of great events and the impact on people. -Compare life in early and late 'times' studied. -Compare a specific aspect of life with the same aspect in other period in history e.g. medical care in WW2 and in Roman Britain -Identify and explain the use of propaganda in WW2.	-Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. -Compare beliefs and behaviour with another time period. -Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate the new explanation. -Know key dates, characters and events of time periods that are/ have been studied.
Interpretations of history	-Use stories to encourage children to distinguish between fact and fiction. -Begin to give plausible explanations about what an object was used for in the past. -Compare adults talking about the past – how reliable are their memories?	-Compare 2 versions of a past event. Fire of London as an example. -Compare pictures or photographs of people or events in the past. -Discuss reliability of photos/ accounts/ stories.	-Identify and give reasons for different ways in which the past is presented – Egyptian pharaohs presenting themselves as gods. -Distinguish between different sources and compare different versions of the same story and discuss their reliability.	-Look at the evidence available from a range of sources. -Begin to evaluate the usefulness of different sources. -Use text books as a source of growing historical knowledge.	-Compare accounts of events from different sources – fact or fiction. Carrie's War as an example. -Offer some reasons for different versions of events.	-Link sources and work out how conclusions were arrived at. -Consider ways of checking the accuracy of interpretations – fact/ fiction/ opinion. -Be aware that different evidence will lead to different conclusions.
Historical enquiry	-As a class, find answers to simple questions about the past from teacher selected sources of information.	-Use different sources to collect more information about an element of the past and to answer questions e.g. artefacts, documents, photographs, first-hand accounts.	-Use a range of sources to find out about a time period. -Select and record information relevant to the study. -Begin to use non-fiction books and the internet for research.	-Use evidence to build up a picture of a past event. -Choose relevant material to present a picture of one aspect of a life in time past. -Ask a variety of questions specific to an area of history to deepen an understanding. -Use non-fiction books and the internet for research.	-Begin to identify primary and secondary sources. -Use evidence to build up a picture of a past event. -Select relevant sections of information. -Use non-fiction books and the internet for research with increasing confidence.	-Recognise primary and secondary sources. -Use a range of sources to find out about an aspect of time past. -Suggest omissions and means of finding out. -Bring knowledge gathered from several sources together in a fluent account. -Confidently use non-fiction books and the internet for research.



Physical Education - Skills Progression Map



Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Copying actions from leader • Repeating actions and skills • Moving with control and care	• Copying and remembering actions • Repeating and exploring actions with control and coordination	• Selecting and using the most appropriate skills, actions or ideas with adult guidance • Moving and using actions with some control	• Selecting and use the most appropriate skills, actions or ideas • Moving and using actions with some co-ordination and control • Making up their own small-sided game	• Linking skills, techniques and ideas and applying them accurately and appropriately • Showing good control and co-ordination in all their movements	• Applying their skills, techniques and ideas consistently • Showing precision, control and fluency
Evaluating and improving	• Talking about what they have done • Describing what other people did	• Talking about what is different between what they did and what someone else did • Saying one way in which they could improve their own performance	• Explaining either how their work is similar or different from that of others • Recognise how their own and other's performances could be improved with adult guidance	• Explaining how their work is similar and different from that of others • Independently recognise how their own and other's performances could be improved	• Comparing and commenting on skills, techniques and ideas that they and others have used • Using their observations to improve their work	• Analysing and explaining why they have used specific skills or techniques • Modifying use of skills or techniques to improve their work • Creating their own success criteria for evaluating
Health and fitness	• Describing how their body feels before, during and after an activity	• Showing how to exercise safely • Describing how their body feels during different activities • Explaining what their body needs to keep healthy	• Explaining why warming up is important • Identifying some muscle groups used in stretching exercises	• Explaining why it is important to warm-up and cool-down • Explaining why keeping fit is good for their health	• Explaining some important safety principles when preparing for exercise • Explaining what effect exercise has on their body • Explaining why exercise is important	• Explaining how the body reacts to different kinds of exercise • Choosing their own appropriate warm ups and cool downs • Explaining why we need regular and safe exercise
Dance	• Moving to music • Copying dance moves • Performing some dance moves • Making up a short dance • Moving around the space safely	• Dancing imaginatively • Changing rhythm, speed, level and direction • Dancing with control and co-ordination • Making a sequence by linking sections together • Linking some movement to show a mood or feeling	• Improvising freely, translating ideas from a stimulus into movement • Sharing and creating phrases with a partner and in small groups • Repeating, remembering and performing these phrases in a dance	• Taking the lead when working with a partner or group • Using dance to communicate an idea • Working on their movements and refining them • Creating a clear and fluent dance	• Composing their own dances in a creative and imaginative way • Performing to an accompaniment, expressively and sensitively • Using controlled movements • Showing clarity, fluency, accuracy and consistency in their dance	• Developing imaginative dances in a specific style • Choosing their own music, style and dance



Physical Education - Skills Progression Map (Continued)

Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	• Throwing underarm • Rolling a piece of equipment • Hitting a ball with a bat • Kicking a ball • Moving and stopping safely • Catching with both hands	• Throwing in different ways – underarm, overarm. • Kicking in different ways • Using hitting, kicking and/or rolling in a game • Staying in a 'zone' during a game • Deciding where the best place to be is during a game • Following the rules of a game	• Throwing and catching with control when under limited pressure • Being aware of space and using it to support teammates and cause problems for the opposition • Knowing and using rules fairly to keep games going • Keeping possession with some success • Use one tactic in a game	• Catching with one hand • Throwing and catching accurately when under pressure • Hitting a ball accurately and with control • Keeping possession of a ball • Moving to find a space when they are not in possession during a game • Varying tactics and adapting skills according to what is happening	• Gaining possession by working as a team • Passing accurately in different ways • Using forehand and backhand with a racquet • Fielding • Choosing the best tactics for attacking and defending • Using a number of techniques to pass, dribble and shoot?	• Explaining and following complicated rules • Making a team plan and communicating it to others • Leading others in a game situation
Gymnastics	• Making their body tense, relaxed, curled and stretched • Controlling their body when travelling • Controlling their body when balancing • Copying sequences and repeating them • Rolling in different ways • Travelling in different ways • Balancing in different ways • Climbing safely • Stretching different ways • Curling their body in different ways	• Planning and showing a sequence of movements • Using contrast in their sequences • Showing control in their movements • Working on their own and with a partner to create a sequence • Following a set of 'rules' to produce a sequence?	• Using a greater number of their own ideas for movement in response to a task • Adapting sequences to suit different types of apparatus and their partner's ability • Explaining how strength and suppleness affects performances • Comparing and contrasting gymnastic sequences, commenting on similarities and differences	• Thinking of more than one way to create a sequence which follows a set of 'rules' • Consistently working in a controlled way • Including a change of speed in sequences • Including a change of direction in sequences • Including a range of shapes in sequences • Working with a partner to create, repeat and improve a sequence with at least three phases?	• Making complex or extended sequences • Combining action, balance and shape • Performing consistently to different audiences • Ensuring all movements are accurate, clear and consistent	• Combining their own work with that of others • Linking their sequences to specific timings
Outdoor / Adventurous	• N/A	• N/A	• Following a map in a familiar context • Moving from one location to another following a map • Using clues to follow a route • Following a route safely	• Following a map in a more demanding familiar context • Moving from one location to another following a map • Using clues to follow a route • Following a route accurately, safely and within a time limit	• Following a map in an unknown location • Using clues and compass directions to navigate a route • Changing their route if there is a problem • Changing their plan if they get new information	• Planning a route and series of clues for someone else • Planning with others taking account of safety and danger

Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	- Running safely in one direction - Throwing underarm towards a target - Jumping 2 foot take off to 2 foot landing	- Running safely in different directions - Throwing underarm over arm aiming for a target - Jumping 1 foot take off to 2 foot landing	- Running at fast, medium and slow speeds, changing speed and direction to keep safe - Jumping in different ways - Linking running and jumping activities with some fluency, control and consistency - Making up and repeating a short sequence of linked jumps - Taking part in a relay activity, remembering when to run and what to do - Throwing a variety of objects in different ways	- Running over a long distance, choosing appropriate speed - Sprinting over a short distance - Hitting a target - Jumping in different ways, changing technique to achieve height or distance - Throwing a variety of objects, changing their action for different distances	- Showing control in take off and landing when jumping - Throwing in a variety of ways with accuracy - Combining running and jumping with fluency, control and consistency - Following specific rules	- Demonstrating stamina - Using their skills in different situations



Science - Skills Progression Map



Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observing Closely (KS1) Planning (KS2)	• Talk about what they see, touch, smell, hear or taste. • Use simple equipment to help them make observations.	• Use see, touch, smell, hear or taste to help them answer questions. • Use some science words to describe what they have seen and measured. • Compare several things.	• Use different ideas and suggest how to find something out. • Make and record a prediction before testing. • Plan a fair test and explain why it was fair. • Set up a simple fair test to make comparisons. • Explain why they need to collect information to answer a question.	• Set up a simple fair test to make comparisons. • Plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated. • Suggest improvements and predictions? • Decide which information needs to be collected and decide the best way for collecting it. • Use their findings to draw a simple conclusion.	• Plan and carry out an investigation by controlling variables fairly and accurately. • Make a prediction with reasons. • Use test results to make further predictions and set up further comparative tests. • Present a report of their findings through writing, display and presentation.	• Explore different ways to test an idea and choose the best way, and give reasons. • Vary one factor whilst keeping the others the same in an experiment. Explain why they do this. • Plan and carry out an investigation by controlling variables fairly and accurately. • Make a prediction with reasons. • Use information to help make a prediction. • Use test results to make further predictions and set up further comparative tests. • Explain (in simple terms) a scientific idea and what evidence supports it. • Present a report of their findings through writing, display and presentation.
Performing Tests (KS1) Obtaining and Presenting Evidence (KS2)	• Perform a simple test. • Tell other people about what they have done.	• Carry out a simple fair test. • Explain why it might not be fair to compare two things. • Say whether things happened as they expected. • Suggest how to find things out. • Use prompts to find things out.	• Measure using different equipment and units of measure. • Record their observations in different ways (labelled diagrams, charts etc.) • Describe what they have found using scientific words. • Make accurate measurements using standard units.	• Find any patterns in their evidence or measurements. • Make a prediction based on something they have found out. • Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.	• Take measurements using a range of scientific equipment and with increasing accuracy and precision. • Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.	• Explain why they have chosen specific equipment? (incl ICT based equipment) • Decide which units of measurement they need to use. • Explain why a measurement needs to be repeated. • Record their measurements in different ways. (including bar charts, tables and line graphs) • Take measurements using a range of scientific equipment with increasing accuracy and precision.

Skill Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying and Classifying	- Identify and classify things they observe. - Think of some questions to ask. - Answer some scientific questions. - Give a simple reason for their answers. - Explain what they have found out.	- Organise things into groups? - Find simple patterns (or associations). - Identify animals and plants by a specific criteria, e.g., lay eggs or not; have feathers or not.	- Identify and describe the functions of different parts of plants. (roots, stem, leaves and flowers) - Identify what a plants needs for life and growth.	- Use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) - Compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) - Name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, and omnivore). - Recognise that environments can change and this can sometimes pose a danger to living things.	- Describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds. - Describe the life cycles of common plants. - Describe and explain the process of respiration in humans and plants.	- Identify and explain the function of the organs of the human circulatory system (heart, blood vessels, blood, blood pressure, clotting). - Identify and explain the function of the organs of the human gaseous exchange system (lungs, nose, throat, bronchi, bronchial tubes, diaphragm, ribs, breathing).
Recording Findings (KS1) Considering Evidence and Evaluating (KS2)	- Show their work using pictures, labels and captions. - Record their finding using standard units. - Put some information in a chart or table.	- Use (text, diagrams, pictures, charts, tables) to record their observations. - Measure using simple equipment.	- Explain what they have found out and use their measurements to say whether it helps to answer their question. - Use a range of equipment (including a data-logger) in a simple test.	- Find any patterns in their evidence or measurements. - Make a prediction based on something they have found out. - Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.	- Report findings from investigations through written explanations and conclusions. - Use a graph to answer scientific questions.	- Find a pattern from their data and explain what it shows. - Use a graph to answer scientific questions. - Link what they have found out to other science. - Suggest how to improve their work and say why they think this. - Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models. - Report findings from investigations through written explanations and conclusions.