Pensans Area Resource Base - Skills Progression and Framework of Curriculum Expectations

PENSANS ARB

"learning for life" 2024/25

Truro and Penwith Academy Trust

Our Aims

At Pensans Community Primary School, we are determined to provide every child with a curriculum that recognises them as unique, understood, unlimited individuals. The Pensans vision is for all children to be recognised and valued as individuals with unlimited potential. We work closely with parents and the community to achieve the best outcomes and help children become confident ambassadors and positive members of the community.

In our ARB, we strive to:
• Support children in overcoming barriers to learning and developing skills for independence.
• Place communication, interaction, and independence at the heart of all learning.
• Create an inspiring, nurturing environment where children feel Safe, Happy, and ready to Learn.
• Embed the Pensans CARES motto in everything we do: Aspirational, Relationships, Experiences, Success.
• Provide an education that changes lives through increased aspiration, access, and opportunity.
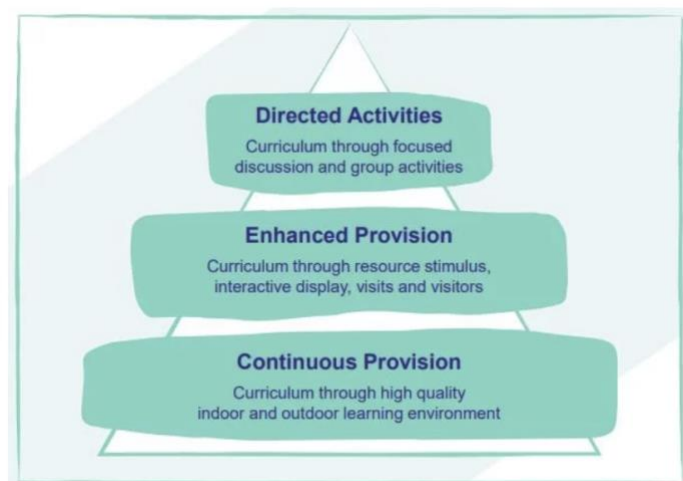
Unit Organisation

The Pensans ARB provides specialist provision for primary aged children with Education, Health and Care Plan (EHCP). All pupils are neurodivergent and have communication and interaction challenges, and require a personalised, highly-structured curriculum.

Children in the ARB are supported through:
• Small group and 1:1 teaching using visuals, Makaton, and structured routines.
• Sensory-friendly environments including calm zones and movement breaks.
• A balance of formal learning, play-based learning, and life skills experiences.
• Consistent timetables with neurodivergent friendly visuals and pupil-friendly icons.
• Integrated mainstream opportunities such as PE, assemblies, and topic-based learning where appropriate.

Each child's timetable is adapted to meet EHCP outcomes, learning style, and sensory profile and all children access a curriculum which best suits their unique needs, that where they are developmentally is understood and that they are all unlimited.

Directed Activities
Curriculum through focused discussion and group activities

Enhanced Provision
Curriculum through resource stimulus, interactive display, visits and visitors

Continuous Provision
Curriculum through high quality indoor and outdoor learning environment

Curriculum Overview

Pre-Formal Level –
Ranges 1-3
Learning to Learn

Pupils at very early levels of development (pre-subject specific learning) access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.

Semi-Formal Level –
Ranges 3-6
A Skills Based Functional Curriculum

Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum topic content allows pupils to access a personalised curriculum, structured around their learning style. Teachers use the pupils EHCP Outcomes as their starting point and use a topic based approach to challenge and inspire pupils.
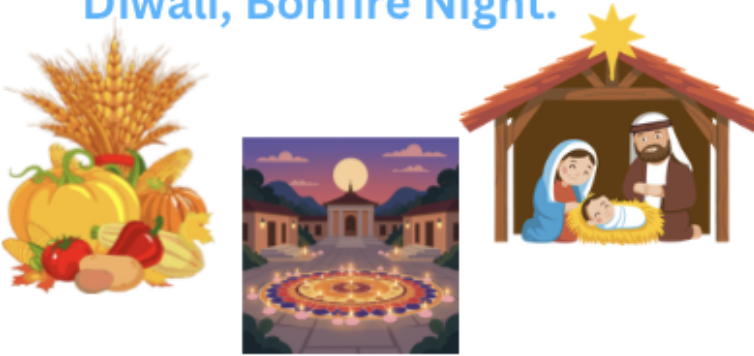
Formal Level – Tiers 1-6
A Personalised Topic Based Curriculum, Emphasising Life Skills

Pupils experiencing our formal curriculum (those operating within the National Curriculum) access the range of topics and personalised formal curriculum opportunities.
National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas (the 'additional curriculum') are covered both within National Curriculum subjects and in discrete lessons (e.g. a pupil may be withdrawn to work on extension Maths skills or independent mobility). Life skills and independence skills will also form a large part of the curriculum. As the term 'formal' implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to topics, practical activities and consolidated and applied in practical sessions

	Early Years /Key Stage 1	Key Stage 2
Pensans ARB Formal Curriculum	The EYFS curriculum is taught through child-initiated play and individual or small group structured tasks. Students' learning is enriched by termly topics. Learning is broken up into 7 categories: Communication and Language, Mathematics, Literacy, Expressive Arts and Design, Physical Development, Personal, Social and Emotional Development and Understanding the World. All pupils at Pensans start on and progress through Read Write Inc. Phonics	English/My Communication x 8 (including 5 x 20 mins phonics and 3 x 15 mins Reading/ 2 x 15mins Handwriting)
		Maths x 5
		Science x 2
		Computing x 1
		Religious Education x 1
		Humanities x 2 (History/Geography Termly Rotation)
		Languages
		PHSE/Citizenship/RSE x 2
		Play Based Learning x2 Speech and Language Session / Sensory Regulation Session x 1
		Design Technology x 2
		Art x 2
		P.E x 3
		Music x 1
		Outdoor Learning/Community Visit x 2
		Assembly x 1
Semi-Formal Curriculum	Students who are acquiring pre-subject specific learning skills will follow the Semi-Formal Curriculum: English- My Communication (x8), Maths (x5), Science (x2), My Outdoor Learning (x1), Humanities (x2), DT/Art (x2), Music (x1), My Physical Wellbeing- PE, Games, Sports, Dance and Aquatics (x3), My Play and Leisure (x3), PSHE/RSE (x2), Computing (x1), Assembly (x1) RE (x1)	
Pre-Formal Curriculum	Students with Profound and Multiple/Complex Learning Needs/Sensory Needs follow the Pre-Formal Curriculum pathway. We follow the school Pre-Formal Curriculum. Curriculum Areas covered include: Communication and Social Relationships, Sensory, Physical, Cognition and Challenge, Self-determination and independence, Creative and Wellbeing.	
Therapy /Enrichment	Meet and Greet and bespoke sensory diet options	
	After School Clubs, Out of School Leisure Activities and Holiday Clubs. All Pupils are encouraged to attend local sports/activities/social and leisure group.	
	Dedicated outdoor learning, visits and trips. Reduced sensory-stimulated experiences: mealtimes, discos, celebrations, trips. Support from ASD Teams, SALT, Play Therapists, other specialist provisions.	

PORTHMEOR DAILY TIMETABLE

TIME	ACTIVITY	FOCUS THIS HALF-TERM
9:00 - 9:10	Registration and Lunches	
9:10 - 9:30	COOL Time/ changes/1:1 adult supported play	
9:30-9:45	Good Morning Circle Time and songs	
9:45-10:00	Fun Fit (in the hall)	**1.I wonder…Who's my hero? People who help us in our community: the emergency services.**
10:00-10:30	Social Snack and changes	
10:30-11:00	COOL Time and Outside Play	
11:00-11:30	Maths Circle Time/ 1:1 Maths	**2.I wonder…What is celebrated? Harvest, Christmas around the world, Diwali, Bonfire Night.**
11:30-11:45	Changes, wash hands, ready for lunch	
11:45-12:15	Lunch in School Hall	
12:15-1:00	Outdoor learning/play/STAFF LUNCHES	
1:00-2:00	Circle Time (Mon+Wed Sensory Story) (Tues+Thurs Attention Autism) (Fri-Welly Walk/Gym)	
2:00	Snack/tidy/changes/ready for home	

PORTHMINSTER MONDAY TIMETABLE

TIME	ACTIVITY	CURRICULUM USED	FOCUS FOR HALF TERM
9:00 - 9:10	Registration/Sensory Regulation	Drawing, building, use of sensory resources, small world.	Self-regulation strategies
9:10 - 9:45	Early Communication/Phonics/Reading	Read Write Inc, EPIC, KS2 Comprehension and Accelerated Reader	Individual Targets Set
9:45 - 10:20	Maths	NCETM Mastering Number, White Rose, Maths.co.uk, Numbots and TTRockstar	Place Value , + - ÷ x
10:20 - 10:45	Social Snack + Outdoor Break	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
10:45 - 11:10	Handwriting/Phonics Intervention	Letter Join Handwriting Practice and Read Write Inc Phonics Intervention	Bespoke to the Child
11:10 - 11:45	English	Read Write Inc, Functional Writing and the Write Stuff	Non-Fiction: Recounts
11:45 - 12:30	Lunch	Lunch in the main school hall with Porthmeor Class and adult support	Social Cues + manners
12:30 - 1:00	Registration/ Play Based Learning	Focus on progressing social etiquette and interactions through outdoor games	Structured Play with rules
1:00 - 1:35	Science	United Curriculum, BBC Bitesize and Explorify.	Classifying Organisms
1:35 - 2:10	Computing	Teach Computing, Natterhub and Lifewise	Connecting Systems
2:10 - 2:25	Snack/Break	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
2:25 - 2:50	Class Story	Social Thinking, Sue Graves Series, Scared Gang Series	Emotions Focus
2:50 - 3:00	Ready for home	Communication Books and other personal items in bags ready for home	Life Skills
1:35 - 1:50	After School Club	Bespoke to child	Promotion of Progress

PORTHMINSTER TUESDAY TIMETABLE

TIME	ACTIVITY	CURRICULUM USED	FOCUS FOR HALF TERM
9:00 - 9:10	Registration/Sensory Regulation	Drawing, building, use of sensory resources, small world.	Self-regulation strategies
9:10 - 9:45	Early Communication/Phonics/Reading	Read Write Inc, EPIC, KS2 Comprehension and Accelerated Reader	Individual Targets Set
9:45 - 10:20	Maths	NCETM Mastering Number, White Rose, Maths.co.uk, Numbots and TTRockstars	Place Value , + - ÷ x
10:20 - 10:45	Social Snack + Outdoor Break	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
10:45 - 11:10	Handwriting/Phonics Intervention	Letter Join Handwriting Practice and Read Write Inc Phonics Intervention	Bespoke to the Child
11:10 - 11:45	English	Read Write Inc, Functional Writing and the Write Stuff	Non-Fiction: Recounts
11:45 - 12:30	Lunch	Lunch in the hall with Porthmeor Class and adult support	Social Cues + manners
12:30 - 1:00	Registration/ Play Based Learning	Focus on progressing social etiquette and interactions through outdoor games	Structured Play with rules
1:00 - 1:35	Geography/ History	United Curriculum	United Kingdom/African History: Ancient Egypt
1:35 - 2:10	Music	Charanga Curriculum	Mamma Mia
2:10 - 2:25	Snack/Play	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
2:25 - 2:50	R.E./Class Story	NATRE Curriculum	What is the 'trinity' and why is it important to Christians?
2:50 - 3:00	Communication Books + Ready for home	Communication Books and other personal items in bags ready for home	Life Skills
3:00 - 4:00	After School Club	Bespoke to child	Poromotion of Progress

PORTHMINSTER WEDNESDAY TIMETABLE

TIME	ACTIVITY	CURRICULUM USED	FOCUS FOR HALF TERM
9:00 - 9:10	Registration/Sensory Regulation	Drawing, building, use of sensory resources, small world.	Self-regulation strategies
9:10 - 9:45	Early Communication/Phonics/Reading	Read Write Inc, EPIC, KS2 Comprehension and Accelerated Reader	Individual Targets Set
9:45 - 10:20	Maths	NCETM Mastering Number, White Rose, Maths.co.uk, Numbots and TTRockstar	Place Value , + - ÷ x
10:20 - 10:45	Social Snack + Outdoor Break	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
10:45 - 11:10	Handwriting/Phonics Intervention	Letter Join Handwriting Practice and Read Write Inc Phonics Intervention	Bespoke to the Child
11:10 - 11:45	English	Read Write Inc, Functional Writing and the Write Stuff	Non-Fiction: Recounts
11:45 - 12:30	Lunch	Lunch in the hall with Porthmeor Class and adult support	Social Cues + manners
12:30 - 1:00	Registration/P.S.H.E	Lifewise Curriculum	My Body, Your Body
1:00 - 1:35	ART/DT	United Curriculum	Why do we make Art?/Food: Soups
1:35 - 2:10	Science	United Curriculum	Classifying Organisms
2:10 - 2:25	Snack/Break	All sat at table, eating with focus on progressing social etiquette and interactions, followed by Outdoor Break	Social Cues + manners
2:25 - 2:50	MFL/Class Story	Language Angels & DuoLingo	I'm Learning French/ Ancient Britain
2:50 - 3:00	Communication Books + Ready for home	Communication Books and other personal items in bags ready for home	Life Skills
3:00 - 4:00	After School Club	Bespoke to child	Promotion of Progress

PORTHMINSTER THURSDAY TIMETABLE

TIME	ACTIVITY	CURRICULUM USED	FOCUS FOR HALF TERM
9:00 - 9:10	Registration/Sensory Regulation	Drawing, building, use of sensory resources, small world.	Self-regulation strategies
9:10 - 9:45	Early Communication/Phonics/Reading	Read Write Inc, EPIC, KS2 Comprehension and Accelerated Reader	Individual Targets Set
9:45 - 10:20	Maths	NCETM Mastering Number, White Rose, Maths.co.uk, Numbots and TTRockstars.	Place Value , + - ÷ x
10:20 - 10:45	Social Snack + Outdoor Break	All sat at table, eating with focus on social etiquette followed by Outdoor Break	Social Cues + manners
10:45 - 11:10	Handwriting/Phonics Intervention	Letter Join Handwriting Practice and Read Write Inc Phonics Intervention	Bespoke to the Child
11:10 - 11:45	English	Read Write Inc, Functional Writing and the Write Stuff	Non-Fiction: Recounts
11:45 - 12:30	Lunch	Lunch in the hall with Porthmeor Class and adult support	Social Cues + manners
12:30 - 1:00	Registration/Geography/History	United Curriculum	United Kingdom/African History: Ancient Egypt
1:00 - 1:35	P.E	R.E.A.L P.E Curriculum	Movement, Balance and co-ordination
1:35 -2:10	Art/DT	United Curriculum	Why do we make Art?/ Food:Soups
2:10 - 2:25	Snack/Break	All sat at table, eating with focus on social etiquette followed by Outdoor Break	Social Cues + manners
2:25 - 2:50	P.S.H.E/Class Story	Lifewise Curriculum	My body, your body
2:50 - 3:00	Communication Books + Ready for home	Communication Books and other personal items in bags ready for home	Life Skills
3:00 - 4:00	After School Club	Bespoke to child	Promotion of Progress

PORTHMINSTER FRIDAY TIMETABLE

TIME	ACTIVITY	CURRICULUM USED	FOCUS FOR HALF TERM
9:00 - 9:10	Registration/Sensory Regulation	Drawing, building, use of sensory resources, small world.	Self-regulation strategies
9:10 - 9:45	Early Communication/Phonics/Reading	Read Write Inc, EPIC, KS2 Comprehension and Accelerated Reader	Individual Targets Set
9:45 - 10:20	Maths	NCETM Mastering Number, White Rose, Maths.co.uk, Numbots and TTRockstars	Place Value , + - ÷ x
10:20 - 10:45	Social Snack + Outdoor Break	All sat at table, eating with focus on social etiquette followed by Outdoor Break	Social Cues + manners
10:45 - 11:00	Handwriting/Phonics Intervention	Letter Join Handwriting Practice and Read Write Inc Phonics Intervention	Bespoke to the Child
11:00 - 11:45	Assembly/Sensory Regulation/Play based	Whole School Celebration Assembly followed by turn taking games or Sensory (as above)	Non-Fiction: Recounts
11:45 - 12:30	Lunch	Lunch in the hall with Porthmeor Class and adult support	Social Cues + manners
12:30 - 1:00	Registration/Getting Ready for Gym	Changed into P.E. Kit, drinks and snacks organised, toilet, then minibus.	Life Skills
1:00 - 1:35	Penzance Gym	Gym Sessions facilitated by Penzance Gym Staff with support from Class adults also.	Movement, Balance and co-ordination
1:35 - 1:50			
1:50 - 2:25			
2:25 - 2:50			
2:50 - 3:00	Communication Books + Ready for home	Communication Books and other personal items in bags ready for home	Life Skills
3:00 - 4:00	NO AFTER SCHOOL CLUBS	N/A	N/A

Thinking Skills and Personal Progression:

We believe in the importance of developing pupils thinking and personal skills. We have used the CCEA Framework of Thinking Skills and Personal Progression. Teachers embed these skills into their planning and implementation to ensure they draw attention to the processes of learning and not just the products; engage pupils in active rather than passive learning; enable pupils to go beyond the mere recall of information and to develop deeper understanding of topics; create positive dispositions and habits for learning. The TSPP does not stand alone nor is it isolated from the traditional areas of the curriculum. Rather, the skills and capabilities highlighted in the framework need to be developed and assessed in and through the curriculum.

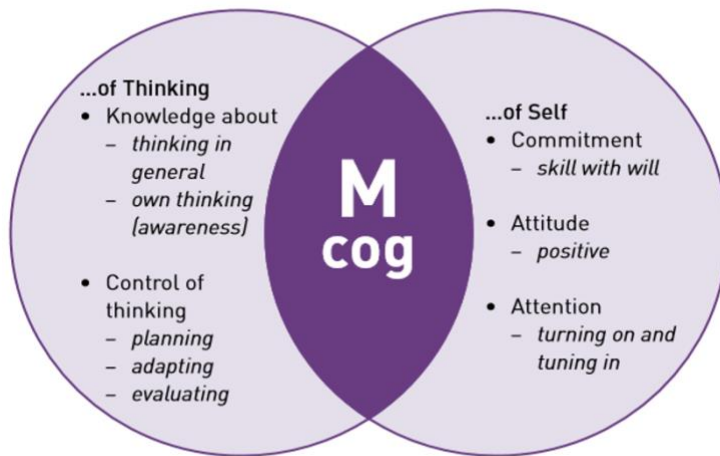|	
Managing Information	**Asking, Accessing, Selecting, Recording, Integrating, Communicating** The purpose of this strand is to develop your learners' abilities in an information intensive environment. Learners should discover how to: • ask focused questions; • plan and set goals and break a task into sub-tasks; • use their own and others' ideas to locate sources of information; • select, classify, compare and evaluate information; • select the most appropriate method for a task; • use a range of methods for collating, recording and representing information; and • communicate with a sense of audience and purpose.
Thinking, Problem Solving and Decision Making	**Searching for Meaning, Deepening Understanding, Coping with Challenges** The purpose of this strand is to engage your learners in active learning so that they can go beyond the mere recall of factual information and the routine application of procedures. You should help your learners discover how to: • sequence, order, classify and make comparisons; • make predictions, examine evidence and distinguish fact from opinion; • make links between cause and effect; • justify methods, opinions and conclusions; • generate possible solutions, try out alternative approaches and evaluate outcomes; • examine options and weigh up pros and cons; • use different types of questions; and • make connections between learning in different contexts.
Being Creative	**Imagining, Generating, Inventing, Taking Risks for Learning** The purpose of this strand is to encourage your learners' personal responses. You should help your learners discover how to: • seek out questions to explore and problems to solve; • experiment with ideas and questions; • make new connections between ideas/information; • learn from and value other people's ideas; • make ideas real by experimenting with different designs, actions and outcomes; • challenge the routine method; • value the unexpected or surprising; • see opportunities in mistakes and failures; and • take risks for learning.
Working with others	**Being Collaborative, Being Sensitive to Others' Feelings, Being Fair and Responsible** This strand enables your learners to engage in collaborative activities and to make the most of their learning when working with others. You should help your learners discover how to: • listen actively and share opinions; • develop routines of turn-taking, sharing and cooperating; • give and respond to feedback; • understand how actions and words affect others; • adapt their behaviour and language to suit different people and situations; • take personal responsibility for work with others and evaluate their own contribution to the group; • be fair; • respect the views and opinions of others and reach agreements using negotiation and compromise; and • suggest ways of improving their approach to working collaboratively.
Self-Management	**Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self** The Self-Management strand helps your learners become more self-directed, so that they can manage their learning in new situations and in the longer term. To help foster your learners' self-management skills, you should help them discover how to: • be aware of their personal strengths, limitations and interests; • set personal targets and review them; • manage their behaviour in a range of situations; • organise and plan how to go about a task; • focus, sustain attention and persist with tasks; • review learning and some aspect that might be improved; • learn ways to manage their own time; • seek advice when necessary; and • compare their own approach with others' and in different contexts.

Metacognition

Metacognition is a fundamental concept of the Thinking Skills and Personal Capabilities, because it refers to the pupil's ability to plan, monitor, redirect and evaluate how they think and learn. Although there are many different definitions for the term, including: 'thinking about thinking'; 'awareness of the process of learning'; 'knowing what we know and what we don't know'. This broad definition of metacognition aligns with the Thinking Skills and Personal Capabilities framework, where thinking skills are seen as inextricably connected to dispositions, emotions and behaviours (i.e., personal and inter-personal skills).

Knowledge and control Metacognition includes the knowledge and control of both one's thinking and of one's self. Pupils with metacognitive skills have: knowledge about thinking in general – they recognise the different mental strategies required for different tasks (e.g., memorising, understanding, reasoning, problem-solving, etc.); and knowledge about their own thinking – they have an awareness of what mental strategies they find easy/difficult. They also show control of thinking. They are able to choose strategies to cope with different tasks, for example by posing questions to themselves. Pupils with metacognitive skills also demonstrate knowledge and control of themselves. Knowledge and control of one's self includes recognising dispositions such as commitment, attitude, and attention, which are just as important as the specific thinking strategies needed to manage learning. Pupils who commit themselves to tasks assert metacognitive control. They align 'skill with will'. Their conscious control of attention also helps them understand that the level of attention required for a task varies with the task and that they can adjust the focus of their attention accordingly. This sense of personal control helps these pupils perform tasks efficiently. Positive attitudes also play an important role in metacognitive self-control. Successful pupils attribute their success to their own efforts.

Metacognition in the classroom: In order for pupils to develop and strengthen their metacognitive abilities, teachers must prompt and support its development in the classroom. To start, they must talk more often with the pupils about 'thinking' and develop a shared vocabulary about thinking. They can foster this through modelling, thinking aloud, encouraging pupils to explain their approach to a task. k, displaying key words in thinking diagrams, allowing pupils to problem-solve in pairs, planning effective plenaries.

Knowledge and Control

...of Thinking
- Knowledge about
  – *thinking in general*
  – *own thinking (awareness)*
- Control of thinking
  – *planning*
  – *adapting*
  – *evaluating*

M cog

...of Self
- Commitment
  – *skill with will*
- Attitude
  – *positive*
- Attention
  – *turning on and tuning in*

Seven Strategies to support pupils with Metacognition:
1. Setting open-ended challenges – Open ended approaches enables pupils to respond creatively, construct their own meaning, and offer reasoned decisions and solutions.
2. Making Thinking Important - It is important that thinking is valued and made important. Pupils need to be given time to think
3. Effective Questioning - Although questioning strategies that check knowledge and understanding are important. Also embed strategies for further elaboration that invite explanation and justification and/or prompt further questions and enquiry.
4. Make Thinking explicit - Pupils need to develop a language for talking about their thinking and being reflective about their learning. Thinking about Thinking is used in this context. Thinking frames, diagrams, scaffolding, slow down thinking process.
5. Enabling collaborative learning – talk about what we are learning and how
6. Promoting Independent Learning – goal setting and reflecting on learning
7. Making Connections – deliberate and explicit connections

Assessment Pathways:

Early Years Curriculum and Assessment						
Early Steps Assessment (months)	0-6 6-12	6-12 12-18	18-24	24-36	24-36 36-48 48-60	48-60 60-71
Differentiated Early Years Outcomes (DEYO)	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6

Primary Curriculum and Assessment												
Pre-Formal	Range 1	Range 2	Range 3									
Semi-Formal				Range 4	Range 5	Range 6						
Formal KS1: Yr 1/2 KS2: Yr 3/4/5/6							Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6

Ref: Early Years Outcomes. EYFS/KS1/KS2 staff team also reference Bristol Differentiated Early Years Outcomes document for SEND specific small steps skills.

Early Years Reading					
Range 1	**Range 2**	**Range 3**	**Range 4**	**Range 5**	**Range 6**
Notices and engages with sounds and images in the environment. • Focuses attention on visual stimuli such as objects of reference. • Shows interest in looking and reaching towards visual stimuli e.g. tactile books. • As part of sensory exploration, may touch and handle books and digital reading devices. • Enjoys looking at books and other suitable printed or digital materials e.g. photographs, symbols with familiar people and being read to. • Responds to rhymes e.g., smiling, stilling, making eye contact.	• Tracks a visual stimulus. • Handles books and printed material and digital materials with interest e.g. tactile books, symbols, pictures, photographs, electronic devices. • Shows a response to rhythmic activities e.g. resonance board, in storytelling. • Responds to sounds in the environment such as cars, sirens and birds. • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments. • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes. • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.	• Is interested in and anticipates books and rhymes and may have favourites. • Shows anticipation of repeated refrain or key moment in a familiar story or rhyme. • Decodes a single symbol. • Begins to join in with actions and sounds in familiar song and book sharing experience.	• Has some favourite stories, rhymes, songs, poems or jingles. • Repeats and uses actions, words from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'using a preferred mode of communication e.g Big Mac switch, symbols, signing'. • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. • Decodes a sequence of at least two symbols. • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.	Listens to and joins in with stories and poems one-to-one and also in small groups using a preferred mode of communication e.g. Big Mac, symbols or signing. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories, and to tell own stories. • Talk about events and principal characters in stories and suggests how the story may end using words, photographs or picture symbols. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos and screen icons. • Looks at books and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Knows information can be relayed through signs and symbols in various forms (e.g printed materials, digital screens and environmental print). • Handles books and touch screen technology carefully and the correct way up with growing competence. • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. • Begins to develop phonological and phonemic awareness. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words, songs, poems and rhymes. • Claps or taps the syllables in words during sound play. • Hears and says the initial sound in words.	Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Uses vocabulary and forms of speech, using their preferred mode of communication, that are increasingly influenced by their experiences of reading. • Describes main story settings, events and principal characters in increasing detail using their preferred mode of communication. • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital devices. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. • Begins to develop phonological and phonemic awareness: • Continues a rhyming string and identifies alliteration. • Hears and says the initial sound in words. • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet. • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

English: Reading, Tier 1 to 6:

Strands	Tier 1	Tier 2	Tier 3
Reading – Word Reading	Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading	Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until • automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading	Pupils should be taught to: • Identify and understand the meaning of root words, prefixes, and suffixes. Recognize common word parts (root words, prefixes, and suffixes) and their meanings.

	Tier 4	Tier 5	Tier 6
	Pupils should be taught to: • Sound out and read aloud words using knowledge of root words, prefixes, and suffixes.	Pupils should be taught to: • Recognize words that do not follow standard phonetic rules (e.g., "though," "colonel"). Spot words where the spelling and pronunciation do not match typical patterns and become aware of irregularities in sound-spelling correspondence	Pupils should be taught to: • Apply growing knowledge of root words, prefixes, and suffixes (morphology and etymology) to understand the meaning of new words they meet. Use knowledge of morphology (structure) and etymology (origin) to infer meanings of unfamiliar words and read them aloud correctly.

Reading – Comprehension	Tier 1	Tier 2	Tier 3
	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and • non-fiction at a level beyond that at which they can read independently	Pupils should be taught to: • engage with a variety of texts through listening and discussion. • read texts with different structures (e.g., chapter books, encyclopedias) and purposes • use dictionaries to find the meanings of unfamiliar words while reading.

	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say 　• explain clearly their understanding of what is read to them	• discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 　• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• develop familiarity with traditional stories, understanding their structure and themes. • identify specific language choices that make a story interesting or engaging. • recognize basic poetry forms and their features.
Reading – Comprehension	Tier 4	Tier 5	Tier 6
	Pupils should be taught to: • identify central themes and recognize common conventions in different genres. • demonstrate a deeper understanding of texts by performing them with expression, using intonation, tone, volume, and action to convey meaning. • engage in self-monitoring and clarify their understanding of the text through discussion and explanation. • actively ask questions to deepen their comprehension or resolve uncertainties about a text. • make logical guesses about characters' inner emotions or motivations, based on the clues in the text. • predict future events based on information given in the text, both explicit and subtle.	Pupils should be taught to: • engage in regular reading and discussing a variety of texts. • read different genres and text types, including structured formats like reference books or textbooks. • practice recommending books based on their reading experiences and providing justifications for their choices. • identify recurring themes and literary conventions across texts. • commit to memory and recite poems, developing a deeper connection with language and poetic structure.	Pupils should be taught to: • analyse similarities and differences between books, drawing connections across different genres, authors, or themes. • perform poetry or plays, using expression and body language to convey deeper meaning and emotional tone. • engage critically with the text, ensuring comprehension by checking for clarity, discussing meaning, and exploring vocabulary. • make inferences about characters' internal states based on their actions and dialogue, supporting conclusions with specific evidence from the text. • use both explicit details and implied information to make logical predictions about future events in the story.

	• read a passage, identify the main ideas, and condense them into a brief summary. • analyse how specific aspects of a text impact its meaning or tone. • extract factual information from non-fiction texts and record it accurately. • participate actively in discussions, listening to others, taking turns, and offering their own opinions and questions.		• distill the central ideas and key supporting details from longer sections of text and summarize them clearly. • analyse how an author's use of language, structure, and presentation contribute to the overall message or effect. • critically evaluate how authors use language, such as metaphor, simile, or personification, and discuss its effect on the reader's emotional or intellectual response. • differentiate between factual information and personal opinions or subjective statements in the text. • retrieve factual information from non-fiction texts and present it in an organized way, such as creating notes, diagrams, or summaries.

Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds **m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk**	Recap on set 1 special friends: **th, ch, qu, ng, nk** Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds **(word time 1.1-1.4)**	Recap on set 1 special friends: **th, ch, qu, ng, nk** Secure blending of words with special friends **(word time 1.5 and 1.6).**	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends **(word time 1.6 and 1.7).** To be exposed to some common exception words: **put, the, I, no, of, my, for, he**	Children are taught their set 2 sounds: **ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy** To recall previous common exception words and be exposed to new common exception words: **your, said, you, be, are**	Children are taught their set 2 sounds: **ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy** Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
	- Read all single letter set 1 sounds	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short **ditty** stories.	- Read **Red** storybooks	- Read **Green** storybooks. - Read some set 2 sounds.	- Read **Green** or **Purple** storybooks. - Read some set 2 sounds.
Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.	

Word Reading – Read, Write, Inc.						
Children are taught their set 2 sounds: **ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy** Children are taught to read words containing set 2 sounds. Children build speed of reading words containing set 1 sounds, particularly **word time 1.6-1.7**.	Review set 2 sounds, particularly: **ar, or, air, ir, ou, oy** Children build speed of reading words containing these set 2 sounds: **ay, ee, igh, ow, oo, oo** Children are taught set 3 sounds: **ea, oi, a-e, i-e,o-e, u-e, e-e**	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds **(ea, oi, a-e, i-e,o-e, u-e, ee)**. Children are taught the rest of the set 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.	Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read **Purple** storybooks. - Read the first six set 2 sounds speedily **(ay, ee, igh, ow, oo, oo)**	- Read **Pink** storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing set 2 sounds.	- Read **Orange** storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read **Yellow** storybooks. - Read some set 3 sounds speedily: **(ea, oi, a-e, i-e,oe, u-e, e-e)**. - Read above sounds in nonsense words.	- Read **Yellow** storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read **Blue** storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.	Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Children can read at a pace of 60 words per minute.

Read sentences linked to phonic knowledge and ability.
Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes).
Read Year 1 common exception words.

Comprehension			
Children are taught to: - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. (Plus, comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)	Children are taught to: - To give simple prediction, based on what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. (Plus, comprehension covered within Read, Write, Inc. – retrieval, inference and explain)	Children are taught to: - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences based on what is said and done. - To answer a range of questions, in simple, written form.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognising and joining in with predictable phrases.

				Learning to appreciate rhymes and poems, and to recite some by heart.
				Discussing word meanings, linking new meanings to those already known
				Understand both the books they can already read accurately and fluently and those they listen to by:
				Drawing on what they already know or on background information and vocabulary provided by the teacher.
				Checking that the text makes sense to them as they read, and correcting inaccurate reading.
				Discussing the significance of the title and events.
				Making inferences on the basis of what is being said and done.
				Predicting what might happen on the basis of what has been read so far.
				Participate in discussion about what is read to them, taking turns and listening to what others say.
				Explain clearly their understanding of what is read to them.

Word Reading – Read, Write, Inc. (Until end of Spring 1)					
- Children to read words containing set 1, 2 and 3 sounds speedily. - Read multisyllabic words accuracy and pace.	- Recap any missing sound gaps and build fluency when reading stories. - Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. **Children on track for expected will complete the programme at the end of Spring 1.**	- Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). - Daily opportunities for children to build pace and fluency of reading. - Learn how and when to use expression in reading. - Children to read multisyllabic words and words with suffix endings. - Children to read topic related vocabulary. - Children to read year 2 common exception words.		- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the same graphemes as above. - Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Reread these books to build up their fluency and confidence in word reading. - Children can read stories and passages at the pace of 90 words per minute. - They can read all sounds in words, including multisyllabic words, with little or no hesitation.
- Read **Blue** storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute.	- Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multi-syllabic words speedily.	- Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily.	- Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words		
Choose books to read for their own pleasure - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions based on VIPERS – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.					

Comprehension				
Children are taught specifically to: - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words.	Children are taught specifically to: - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences based on what is said and done.	Children are taught specifically to: - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form.		Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Discussing the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Being introduced to non-fiction books that are structured in different ways. **(Continued on next page)**

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				- Recognising simple recurring literary language in stories and poetry.
				- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
				- Discussing their favourite words and phrases.
				- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
				- Understand both the books that they can already read accurately and fluently and those that they listen to by:
				- Drawing on what they already know or on background information and vocabulary provided by the teacher.
				- Checking that the text makes sense to them as they read, and correcting inaccurate reading.
				- Making inferences on the basis of what is being said and done.
				- Answering and asking questions.
				- Predicting what might happen on the basis of what has been read so far.
				- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
				- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Early Years Writing

Range 1 and 2	Range 3	Range 4	Range 5	Range 6
Writing systems are complicated ways to symbolise meanings and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop as babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language). What is often referred to as 'early mark making' is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark making and handwriting in Playing and exploring • Tracks a visual stimulus. Physical Development).	As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. • Begins to understand the cause and effect of their actions in mark making. • Knows that the marks they make are of value. • Enjoys the sensory experience of making marks.	• Distinguishes between the different marks they make in different media e.g. sand, foam, paint, styling gel touch-screen, iPad. • Enjoys drawing and writing on paper, on screen and on different texture, such as in sand or playdough and through using touchscreen technology.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings. • Sometimes gives meaning to their drawings and paintings using their preferred mode of communication. • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. • Creates short sentence by sequencing photos, symbols or using programmes such as grid player (iPad) or other electronic devices. • Includes mark making and early writing in their play. • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.	• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Writing Skills, Tier 1 to 6

Strands	Tier 1	Tier 2	Tier 3
Handwriting	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Pupils should be taught to: • form lower-case letters of the correct size relative to one another • 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 un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
	Tier 4	**Tier 5**	**Tier 6**
	Pupils should be taught to: • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Pupils should be taught to: • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters	Pupils should be taught to: • write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
Composition	**Tier 1**	**Tier 2**	**Tier 3**
	Pupils should be taught to write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils	Pupils should be taught to develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	Pupils should be taught to plan their writing by: • discussing and recording ideas Pupils should be taught to 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 Pupils should be taught to evaluate and edit by: • proof -read for spelling and punctuation errors

	• read aloud their writing clearly enough to be heard by their peers and the teacher	Pupils should be taught to consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence Pupils should be taught to make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud their writing with appropriate intonation to make the meaning clear	• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Tier 4	**Tier 5**	**Tier 6**
Composition	Pupils should be taught to 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 Pupils should be taught to draft and write by: • organising paragraphs around a theme in narratives, creating settings, characters and plot in nonnarrative material, using simple organisational devices (for examples headings and sub-headings) Pupils should be taught to evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Pupils should be taught to 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 Pupils should be taught when writing narratives, to consider how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Pupils should be taught to evaluate and edit by: • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof -read for spelling and punctuation errors	Pupils should be taught to plan their writing by: • noting and developing initial ideas, drawing on reading and research where necessary Pupils should be taught when writing narratives, to consider how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Pupils should be taught to evaluate and edit by: • assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	Tier 1	**Tier 2**	**Tier 3**

Vocabulary Grammar Punctuation	Pupils should be taught to develop their understanding of the following concepts: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • use grammatical terminology in discussing their writing	Pupils should be taught to develop their understanding of the following concepts: • to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Pupils should be taught how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. the blue butterfly • the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co - ordination (using or, and, or but) • use and understand grammatical terminology in discussing their writing	Pupils should be taught to develop their understanding of the following concepts: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • using the present perfect form of verbs to mark relationships of time and cause • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Pupils should be taught to indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns
Vocabulary Grammar Punctuation	Tier 4	Tier 5	Tier 6
	Pupils should be taught to develop their understanding of the following concepts: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • using the present perfect form of verbs to mark relationships of time and cause • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Pupils should be taught to indicate grammatical and other features by: • using and punctuating direct speech • use and understand grammatical terminology accurately and appropriately when discussing their writing and reading	Pupils should be taught to develop their understanding of the following concepts: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause Pupils should be taught to indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis	Pupils should be taught to develop their understanding of the following concepts: • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Pupils should be taught to indicate grammatical and other features by: • using semi -colons, colons or dashes to mark boundaries between main clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand grammatical terminology accurately and appropriately in discussing their writing and reading

Communication and Language					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Listening and Attention • Shows response to auditory stimuli e.g. smiles, reacts, holds breath in response. • Turns toward a familiar sound then locates range of sounds with accuracy. • Is aware when object of attention is taken away or paused e.g. looks /searches for object. • Quietens or alerts to the sound of speech. • Listens to, distinguishes and responds to intonations and sounds of voices. • Gives a physical response to familiar adult's voice e.g. stops moving. • Reacts in interaction with others by smiling, looking and moving. • Responds positively to an adult's bid for interaction e.g. shows interest in adult imitating own noise. • Looks/attends intently at a person talking but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays. • Shows physical response such as change in facial expression in response to familiar songs. • Shows emerging awareness of environmental sounds through physical response. • Fleeting Attention – not under child's control, new stimuli takes whole attention.	Listening and Attention • Shows consistent response to auditory stimuli e.g. smiles in response to familiar sound. • Moves whole body or parts of body to sounds they enjoy, such as music or a regular beat. • Concentrates intently on an object or activity of own choosing for short periods. • Will look at object of reference, symbol/ picture, Makaton sign or attend to a form of non-visual adult prompt before an action or transition. • Pays attention to dominant stimulus – easily distracted by noises or other people talking or visual stimuli. • Uses integrated eye contact – looking between object and person. • Demonstrates emerging awareness of 'stop' and 'go' through physical response. • Enjoys laughing and being playful with other	Listening and Attention • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. e.g. says 'Beep, beep' in the Wheels on the Bus. • Shows high levels of participation to auditory stimuli (e.g. pressing a switch/VOCA to participate in response). • Attends to focus of small structured group activity. • Pays attention to own choice of activity, may move quickly from activity to activity	Listening and Attention • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. (e.g. joins in rhythm making on the resonance board). • Matches sounds, e.g. shaker, bells, sound lotto. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Listening and Attention • Shows evidence of 'active listening' e.g. looks towards person who is communicating or indicates engagement through facial expression/body language. • Listens to others one to one or in small groups, when conversation interests them. • Listens to familiar stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused).	Listening and Attention • Shows variability in listening behaviour; may move around or fiddle but still be listening or sit still but not absorbed by activity. • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span.

Understanding	Understanding	Understanding	Understanding	Understanding	Understanding
• Reacts consistently to stimuli from familiar people e.g. chuckling when key person tickles them. • Turns when hears own name or shows other response when own name is spoken or signed. • Begins to imitate actions such as poking out tongue. • Shows tolerance or intolerance to a range of sensory stimuli. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds.	• Is developing the ability to follow others' body language, including pointing and gesture. • Shows a learnt response to stimuli. • Imitates a functional action e.g. drink cup. • Begins to anticipate event from visuals clues e.g. responding to objects or/and songs of reference. • Understands simple two step sequences e.g. now, next. • Responds to simple questions when in a familiar context with special person. (Where's Mummy? Where's your nose?). • Understanding of single words in context is developing e.g. 'cup', 'milk', 'daddy'.	• Makes independent familiar transition to different environment with visual prompts e.g. indoors to outdoors. • Understands different situations - able to follow routine events and activities using nonverbal cues. • Makes connection between their actions and the behaviour of an adult e.g. if I do this, they'll do that. • Selects familiar objects by name and will go and find objects when asked (using signs/ symbols/speech), or identify objects from a group. • Engages in negotiated non-chosen task followed by chosen task / motivator 'First this, then …..' • Demonstrates spontaneous functional play relating to themselves. • Responds to and complies with a simple request supported by gesture e.g. 'give me ball' whilst adult holds out their hand. • Understands simple sentences (e.g. 'Throw the ball'.	• Understands instructions with more than one element e.g. sit on the blue chair. • Demonstrates an appropriate response to intonation in voice. • With preparation accepts small changes within a familiar activity e.g. visual schedule highlights changes. • Identifies action words by following simple instructions, e.g. 'Show me jumping'. • Follows a two-step / key word instruction. • Beginning to understand more complex sentences, e.g. 'Put your toys away and then sit on the carpet'. • Responds to direction to stop or finish what they are doing with visual support. • Responds to facial expression as part of communication appropriately e.g. looks worried if adult is frowning. • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that, Who can? What's that? Where is?). • Developing understanding of simple concepts (e.g. big/little, fast/slow, good / bad).	• Understands use of objects (e.g. "Which one do we cut with?"). • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Understands and responds to simple questions in a familiar context e.g. what's the weather like today? (Differentiate between learned and spontaneous response). • Understands and accepts reasons for rules and expectations in new setting e.g. using social stories, transition books. • Responds to instructions with more elements, e.g. 'Give the big ball to me'; 'collect up all the blocks and put them in the box'. • Beginning to understand 'why' and 'how' questions	• Understands a range of complex sentence structures including negatives, plurals and tense markers. • Beginning to understand humour e.g. nonsense rhymes, jokes. • Understands and responds to questions about past, present and future events. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Understands questions such as who; why; when; where and how.

Speaking (Expressive Communication)	Speaking (Expressive Communication)	Speaking (Expressive Communication)	Speaking (Expressive Communication)	Speaking (Expressive Communication)	Speaking (Expressive Communication)
• Means of communication may include: gesture; vocalisation; signing; object of reference; photo; picture; symbol; written word; spoken word; AAC (Alternative and Augmentative Communication e.g. communication aid). • Experiments and plays with making own sounds. • Consistently expresses a like or dislike of the same stimuli e.g. eyes always flicker when smelling a strawberry. • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Demonstrates a resistance to an unwanted activity or experience e.g. turns head away to indicate that they have had enough. • Makes own sounds (or shows a reaction) in response when talked to by familiar adults. • Lifts arms up in anticipation of being picked up (or shows some form of bodily response). • Uses voice, gesture, eye contact and facial expression to connect with people and keep their attention. • Begins to imitate actions by trial and improvement, such as clapping hands or banging on the table. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. • Points and looks to make requests and to share an interest	• Uses voices or gesture to ask for things (eg reaching, opening and shutting hands. • Interacts in sound making e.g. Repeats own sound when repeated by others. • Experiments with intonation patterns in sounds. • Uses sounds in play, eg brrrrm for toy car. • Vocalises or uses preferred mode of communication in response to music/singing. • Uses single words through preferred mode of communication. • Indicates "more" or "again" in relation to an experience or other activity e.g. sensory input • Indicates "enough" or "finished" in relation to an experience or other activity e.g. sensory input. • Frequently imitates words and sounds, signs or gestures. • Enjoys babbling and increasingly experiments with words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). • Using pointing with eye gaze, and then fingers or hands or other preferred mode of communication to make requests and to share an interest. • Brings item/object of reference to adult to request e.g. Brings shoes to signal wanting to go outside. • Creates personal words as they begin to develop language.	• Responds to a given choice using preferred mode of communication. • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to put two words / signs/symbols together (e.g. 'Want ball', 'More juice'). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present. • Initiates interaction e.g. by bringing or taking adult to item or place associated with familiar game, making movements associated with familiar interaction. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'Want it'.	• Uses language to share feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Initiates and maintains short conversations about familiar event using their preferred mode of communication. • Learns new words very rapidly and is able to use them in communicating. • Volunteers information about what they are thinking or feeling. • Uses a variety of questions (e.g. what, where who). • Infers a question by use of intonation. • Uses longer sentences (e.g. 'Mummy gonna work'). • Beginning to use word endings (e.g. going, cats.).	• Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Able to use language in recalling past experiences. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger), • Uses talk to explain what is happening and anticipate what might happen next. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Beginning to use a range of tenses (e.g. play, playing, will play, played). • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Gives instructions or explanations relating to activities in context e.g. I need get my coat because it's raining. • Gains attention by using name of communicative partner or by using appropriate phrase or convention e.g. 'Excuse me', raising hand. • Talks more extensively about things that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'	• Responds to conversation partner – Takes turns e.g. pauses to allow another to speak. • Takes lead from another as to appropriate greeting to use. • Asks question to seek information or to solve problem. • Uses correct pronoun within question. • Uses voice appropriate to the interaction e.g. to allow speech to be clearly heard. • Uses gesture to support meaning. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

Strands	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Spoken English Tier 1 to 6						
Listening Skills	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g .make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.		To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
Following Instructions	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		
Asking and Answering Questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations
Drama, Performance and Confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.

				and how this may vary in different situations.		
Vocabulary Building and Standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To speak audibly, fluently and with a full command of Standard English in all situations. To confidently explain the meaning of words and offer alternative synonyms.
Speaking for a Range of Purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
Participating in Discussions	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different	To give enough detail to hold the interest of other participant(s) in a discussion.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and

responses and that that these are as valuable as their own opinions and ideas.	To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To take account of the viewpoints of others when participating in discussions.	To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.

Maths					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Number: • Looks, feels, grasps, squeezes, reaches for, releases, casts a range of objects. • Shows awareness of the difference between one or lots from range of sensory stimuli. • Reacts to changes of amount when those amounts are significant (more than double). • Shows response to number rhymes and songs e.g. anticipation. • Shows response to changing rhythms such as starting and stopping.	Number: • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. • Looks for things that have moved out of sight. • Explores collections of objects. • Finds/matches (by eye pointing, gesture...) object 'the same' from a selection of 2.	Number: Comparison • Responds to words like lots or more • Creates collections of objects in play showing awareness of contrasting quantities. • Finds/matches (by eye pointing, gesture...) photo of object 'the same' from a selection of 2. Counting: • Says some counting words using preferred mode of communication. • May engage in counting – like behaviour, making sounds and pointing or saying some numbers in sequence. Cardinality: • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things.	Number: Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. • Finds/ matches (by eye pointing, gesture….) picture symbol/photo 'the same' from a selection of 2. Counting: • Begins to say or indicate numbers in order, some of which are in the right order (ordinality). • Joins in rote counting to 5. Cardinality: (How many?) • In everyday situations, takes or gives two or three objects from a group. • Beginning to notice numeral (number symbols). • Beginning to count on their fingers.	Number: Comparison • Compares two small groups of up to five objects, saying/communicating when there are the same number of objects in each group, e.g. 'You've got two, I've got two. Same!'. • Finds/matches (by eye pointing, gesture…) photo of object ' the same' from a selection of 2 with communicated support. Counting: • May enjoy counting verbally/by other means as far as they can go • Points or touches (tags) each item, saying/ communicating one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers. • Begin to recognise numerals 0 to 10 and some beyond. Cardinality: • Subitises one, two and three objects (without counting). • Counts up to 5 items, recognising that the last number [said] represents the total counted so far (cardinal principle). • Links numerals with amounts up to 5 and maybe beyond. • Explores using a range of marks and signs to which they ascribe mathematical meanings. Composition: • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. • Beginning to use understanding of number to solve practical problems in play and meaningful activities. • Beginning to recognise that each counting number is one more than the one before. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Number: Comparison • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size. Counting: • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality). Cardinality: • Engages in subitising numbers to 4 or maybe 5. • Counts out up to 10 objects from a larger group. • Matches the numeral with a group of items to show how many there are (up to 10). Composition: • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3. • In practical activities adds one and subtracts one, with numbers to 10. • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".

Spatial Awareness:	Spatial Awareness:	Spatial Awareness:	Spatial Awareness:	Spatial Awareness:	Spatial Awareness:
• Explores space when they are free to move, roll and stretch. • Develop an awareness of their own bodies, that their body has different parts and where these are in relation to each other.	• Explores space around them and engages with position and direction, such as pointing to where they would like to go. • Reaches to touch and begins to explore big and small objects.	• Explores the form of objects. • Moves blocks/objects with purpose. • Enjoys filling and emptying containers. • Investigates fitting themselves inside and moving through spaces.	• Moves their bodies and toys around objects and explores fitting into spaces. • Begins to remember their way around familiar environments. • Responds to some spatial and positional language. • Explores how things look from different viewpoints including things that are near or far away.	• Responds to and uses language of position and direction using preferred mode of communication. • Predicts, moves and rotates objects to fit the space or create the shape they would like.	• Uses spatial language, including following and giving directions using relative terms and describing what they see from different view points in preferred mode of communication. • Investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). • May enjoy making simple maps of familiar and imaginative environments with landmarks.
Shape:	**Shape:**	**Shape:**	**Shape:**	**Shape:**	**Shape:**
• Explores different sized and shaped objects. • Beginning to put objects of similar shapes inside others and take them out again.	• Stacks objects using flat surfaces. • Responds to changes of shapes. • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles.	• Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles. • Beginning to select a shape for a specific space. • Eye/hand points to direct the actions of another to put shapes into matching space. • Enjoys using blocks to create their own simple structures and arrangements. • Sorts objects which are the same.	• Chooses puzzles pieces and tries to fit them in. • Recognises that two objects have the same shape and indicates by preferred mode of communication. • Makes simple constructions.	• Chooses items based on shape which are appropriate for the child's purpose using preferred mode of communication. • Recognises some 2D and 3D shapes. • Responds to both informal language and common shape names. • Shows awareness of shape similarities and differences between objects. • Enjoys participating and combining shapes to make new shapes with 2D and 3D shapes. • Attempts to create arches and enclosures when building, using trial and improvement to select blocks. • Rearranges items when category is changed eg. rearranges items from colour to type of transport.	• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical term to describe shapes in preferred mode or communication. • Enjoys comprising and decomposing shapes, learning which shapes combine to make other shapes. • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.
Pattern:	**Pattern:**	**Pattern:**	**Pattern:**	**Pattern:**	**Pattern:**
• Shows interest in patterned songs and rhymes, perhaps with repeated actions. • Experiences patterned objects and images.	• Joins in with repeated actions in songs and stories. • Anticipates meaningful events in response to object/ song of reference. • Initiates and continues repeated actions using preferred mode of communication.	• Becoming familiar with patterns in daily routines. • Joins in with and predicts what comes next in a song or rhyme. • Correctly identifies object/song of reference for part of school day. • Shows negative/positive response to unplanned event. • Copies a simple repeated pattern of objects or sounds.	• Joins in and anticipates repeated sounds and action patterns. • Is interested in what happens next using the pattern of everyday routines • Responds to cues for now and next. • Shows a negative/positive response to finishing.	• Extends or creates a simple repeated pattern. • Explores and adds to simple linear patterns of two or three repeating items e.g. stick, leaf (AB) or stick, leaf, stone (ABC). • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	• Spots patterns in the environment, beginning to identify the pattern 'rule' • Chooses familiar objects to create and recreate repeating patterns beyond AB pattern and begins to identify the unit of repeat.

• Begins to predict what happens next in predictable situations.		• Beginning to arrange items in their own patterns, e.g. lining up toys.			
Measure: • Responds to size, reacting to very big or very small items that they see or try to pick up.	Measure: • Shows an interest in/response to objects of contrasting sizes in meaningful contexts. • Gets to know and enjoys daily routine. • Shows an interest in emptying containers.	Measure: • Shows and interest in size and weight. • Explores capacity by selecting, filling and emptying containers, eg. Fitting toys in a pram. • Beginning to understand that things might happen now or at another time, in routines. • Explores objects of different sizes, weights and lengths.	Measure: • Explores differences in size, length, weight and capacity. • Uses preferred mode of communication to indicate big or small. • Beginning to understand some talk about immediate past and future. • Beginning to anticipate times of the day such as mealtimes or home time.	Measure: • Indicates full and empty using preferred mode of communication. • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. • Begins to talk/communicate about the properties of object e.g. heavy, long. • Recalls a sequence of events in everyday life and stories using preferred mode of communication. • Shows some familiarity with the names of the days of the week. • Explores simple measures of time e.g. sand timers.	Measure: • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. • Becomes familiar with measuring tools in everyday experiences and play. • Is increasingly able to order and sequence events using everyday language related to time. • Beginning to experience measuring time with timers and calendars.

Mathematics Skills, Tier 1 to 3

Strands	Tier 1	Tier 2	Tier 3
Number Place Value	• Pupils count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Pupils count numbers to 100 in numerals; count in multiples of twos, fives and tens. • Pupils identify and represent numbers using objects and pictorial representations. • Pupils read and write numbers to 100 in numerals. • Pupils read and write numbers from 1 to 20 in numerals and words. • Pupils given a number, identify one more and one less	• Pupils count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Pupils read and write numbers to at least 100 in numerals and in words • Pupils identify, represent and estimate numbers using different representations, including the number line. • Pupils recognise the place value of each digit in a two-digit number (tens, ones). • Pupils compare and order numbers from 0 up to 100; use <, > and = signs. • Pupils use place value and number facts to solve problems.	• Pupils count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Pupils identify, represent and estimate numbers using different representations. • Pupils read and write numbers up to 1000 in numerals and in words. • Pupils recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Pupils compare and order numbers up to 1000 • Pupils solve number problems and practical problems involving these ideas
Addition Subtraction	• Pupils add and subtract one-digit and two digit numbers to 20, including zero. • Pupils solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 \square c = -9$.	• Pupils add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one digit numbers. • Pupils solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods.	• Pupils add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. • Pupils add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Pupils solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Multiplication Division	• Pupils solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	• Pupils recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Pupils show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Pupils calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Pupils solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	• Pupils recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Pupils write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. Pupils solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, Decimals and Percentages	• Pupils recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Pupils recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	• Pupils recognise, find, name and write fractions ½, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. • Pupils Recognise the equivalence of 2/4 and 1/2. • Pupils write simple fractions for example, ½ of 6 = 3.	• Pupils count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Pupils recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Pupils recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Pupils recognise and show, using diagrams, equivalent fractions with small denominators. • Pupils compare and order unit fractions, and fractions with the same denominators. • Pupils add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7. • Pupils solve problems that involve all of the above.
Using Measures	• Pupils compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time • Pupils measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)	• Pupils choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Pupils compare and order lengths, mass, volume/capacity and record the results using >, < and =	• Pupils measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Money	• Pupils recognise and know the value of different denominations of coins and notes.	• Pupils recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Pupils find different combinations of coins that equal the same amounts of money. • Pupils solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	• Pupils add and subtract amounts of money to give change, using both £ and p in practical contexts.
Time	• Pupils sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. • Pupils recognise and use language relating to dates, including days of the week, weeks, months and years. • Pupils tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	• Pupils compare and sequence intervals of time. • Pupils 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. • Pupils know the number of minutes in an hour and the number of hours in a day.	• Pupils tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. • Pupils estimate and read time with increasing accuracy to the nearest minute; 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. • Pupils know the number of seconds in a minute and the number of days in each month, year and leap year. • Pupils compare durations of events [for example to calculate the time taken by particular events or tasks].
Perimeter, Area and Volume	• None	• None	• Pupils measure the perimeter of simple 2-D shapes.

Geometry	• Pupils recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]. • Pupils recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	• Pupils identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Pupils identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Pupils compare and sort. common 2-D shapes and everyday objects. • Pupils recognise and name common 3-D shape [for example, cuboids (including cubes), pyramids and spheres]. • Pupils compare and sort common 3-D shapes and everyday objects.	• Pupils draw 2-D shapes. • Pupils make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Pupils recognise angles as a property of shape or a description of a turn. • Pupils identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Pupils identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Position	• Pupils describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• Pupils order and arrange combinations of mathematical objects in patterns and sequences. • Pupils use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	• Pupils use mathematical vocabulary to identify and describe simple positions on a 2-D grid (e.g., top, bottom, left, right, middle). • Pupils follow and give simple instructions to move between points on a grid, using basic directions such as left, right, up, and down.
Statistics	• Pupils interpret and construct simple pictograms and tally charts	• Pupils interpret and construct charts, block diagrams and simple tables. • Pupils ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Pupils ask and answer questions about totalling and comparing categorical data.	• Pupils interpret and present data using bar charts, pictograms and tables. • Pupils solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Mathematics Skills, Tier 4 to 6:

Strands	Tier 4	Tier 5	Tier 6
Number Place Value	• Pupils count in multiples of 6, 7, 9, 25 and 1000. • Pupils count backwards through zero to include negative numbers. • Pupils identify, represent and estimate numbers using different representations. • Pupils read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Pupils find 1000 more or less than a given number. • Pupils recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Pupils order and compare numbers beyond 1000. • Pupils round any number to the nearest 10, 100 or 1000. • Pupils solve number and practical problems that involve all of the above and with increasingly large positive numbers	• Pupils count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. • Pupils count forwards and backwards with positive and negative whole numbers, including through zero. • Pupils read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit. • Pupils read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • Pupils (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit. • Pupils interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. • Pupils solve number problems and practical problems that involve all of the above.	• Pupils read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit. • Pupils (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit. • Pupils round any whole number to a required degree of accuracy. • Pupils use negative numbers in context, and calculate intervals across zero. • Pupils solve number and practical problems that involve all of the above.
Addition Subtraction	• Pupils add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Pupils solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	• Pupils add and subtract whole numbers with more than 4 digits, including using form written methods (columnar addition and subtraction). • Pupils add and subtract numbers mentally with increasingly large numbers • Pupils solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why. • Pupils solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	• Pupils perform mental calculations, including with mixed operations and large numbers. • Pupils use their knowledge of the order of operations to carry out calculations involving the four operations. • Pupils solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.
Multiplication Division	• Pupils recall multiplication and division facts for multiplication tables up to 12 × 12. • Pupils use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Pupils recognise and use factor pairs and commutativity in mental calculations. • Pupils multiply two-digit and three-digit numbers by a one digit number using formal written layout.	• Pupils identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Pupils know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. • Pupils establish whether a number up to 100 is prime and recall prime numbers up to 19. • Pupils recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Pupils multiply numbers up to 4 digits by a one- or two digit number using a formal written method, including long multiplication for two-digit numbers. • Pupils multiply and divide numbers mentally drawing upon known facts. • Pupils divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. • Pupils multiply and divide whole numbers and those	• Pupils identify common factors, common multiples and prime numbers. • Pupils use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Pupils multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. • Pupils divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Pupils divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. • Pupils perform mental calculations, including with mixed operations and large numbers.

		• Pupils solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Pupils solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. • Pupils solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	• Pupils solve problems involving addition, subtraction, multiplication and division. • Pupils use their knowledge of the order of operations to carry out calculations involving the four operations.
Fractions, Decimals and Percentages	• Pupils count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Pupils recognise and show, using diagrams, families of common equivalent fractions. • Pupils add and subtract fractions with the same denominator. • Pupils solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Pupils recognise and write decimal equivalents of any number of tenths or hundredths • Pupils recognise and write decimal equivalents to ¼, ½, ¾ • Pupils round decimals with one decimal place to the nearest whole number. • Pupils compare numbers with the same number of decimal places up to two decimal places. • Pupils solve simple measure and money problems involving fractions and decimals to two decimal places.	• Pupils identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • Pupils 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, 2/5 + 4/5 = 6/5 = 1 1/5]. • Pupils compare and order fractions whose denominators are all multiples of the same number. • Pupils add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Pupils multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Pupils read and write decimal numbers as fractions [for example, 0.71 = 71/100)]. • Pupils recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Pupils round decimals with two decimal places to the nearest whole number and to one decimal place. • Pupils read, write, order and compare numbers with up to three decimal places. • Pupils recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Pupils solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	• Pupils use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Pupils compare and order fractions, including fractions > 1. • Pupils add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Pupils multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 x ½ =1/8]. • Pupils divide proper fractions by whole numbers [for example 1/3 ÷ 2 = 1/6]. • Pupils identify the value of each digit in numbers given to three decimal places. • Pupils associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]. • Pupils recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Using Measures	• Pupils Convert between different units of measure [for example, kilometre to metre; hour to minute]. • Pupils estimate, compare and calculate different measures.	• Pupils convert between different units of metric measure. • Pupils understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Pupils use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	• Pupils solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate. • Pupils use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3d.p. • Pupils convert between miles and kilometres.

Money	• Pupils estimate, compare and calculate different measures, including money in pounds and pence.	• Pupils use all four operations to solve problems involving measure [for example, money].	• None
Time	• Pupils read, write and convert time between analogue and digital 12- and 24-hour clocks. • Pupils solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Pupils solve problems involving converting between units of time.	• Pupils use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa.
Perimeter, Area and Volume	• Pupils measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Pupils find the area of rectilinear shapes by counting squares.	• Pupils measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Pupils calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. • Pupils estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water).	• Pupils recognise that shapes with the same areas can have different perimeters and vice versa. • Pupils recognise when it is possible to use formulae for area and volume of shapes. • Pupils calculate the area of parallelograms and triangles • Pupils calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units.
Geometry	• Pupils compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Pupils identify lines of symmetry in 2-D shapes presented in different orientations. • Pupils identify acute and obtuse angles and compare and order angles up to two right angles by size. • Pupils identify lines of symmetry in 2-D shapes presented in different orientations. • Pupils complete a simple symmetric figure with respect to a specific line of symmetry.	• Pupils distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Pupils use the properties of rectangles to deduce related facts and find missing lengths and angles. • Pupils identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Pupils know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Pupils draw given angles, and measure them in degrees identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ turn (total 180°), other multiples of 90°.	• Pupils draw 2-D shapes using given dimensions and angles. • Pupils compare and classify geometric shapes based on their properties and sizes. • Pupils illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Pupils recognise, describe and build simple 3-D shapes, including making nets. • Pupils find unknown angles in any triangles, quadrilaterals, and regular polygons. • Pupils recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Position	• Pupils describe positions on a 2-D grid as coordinates in the first quadrant. • Pupils describe movements between positions as translations of a given unit to the left/right and up/down. • Pupils plot specified points and draw sides to complete a given polygon.	• Pupils identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	• Pupils describe positions on the full coordinate grid (all four quadrants). • Pupils draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	• Pupils interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Pupils solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	• Pupils complete, read and interpret information in tables, including timetables. • Pupils solve comparison, sum and difference problems using information presented in a line graph.	• Pupils interpret and construct pie charts and line graphs and use these to solve problems. • Pupils calculate and interpret the mean as an average.
Ratio and Proportion	• None	• None	• Pupils solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Pupils solve problems involving the calculation/use of percentages for comparison. • Pupils solve problems involving similar shapes where the scale factor is known or can be found.

			• Pupils solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	• None	• None	• Pupils use simple formulae. • Pupils generate and describe linear number sequences. • Pupils express missing number problems algebraically. • Pupils find pairs of numbers that satisfy an equation with two unknowns. • Pupils enumerate possibilities of combinations of two variables.

Understanding the World – The World About Me					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
• Shows curiosity/interest in stimuli. Explores, with appropriate support a range of objects and materials in different ways e.g. squeezing sponge or dough. • Moves eyes, then head, to follow moving objects, lights and sounds. • Reacts with abrupt change when a face or object suddenly appears or disappears from view. • Notices a visual/auditory change in their environment. • Begins to show curiosity in a wider range of resources and aspects of a room. • Looks around with interest when in a room, garden, balcony or park, visually scanning environment for novel, interesting objects and events. May focus attention on a particular area or resource. • Responds to environments outside home or familiar setting. • Smiles/responds with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.	• Communicates awareness of changes in light, sound or movement, e.g. by showing preference. • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves e.g. by eye pointing, gestures. • Looks for dropped objects. • Becomes absorbed in combining objects/materials, e.g. banging two objects or placing objects into containers, mixing flour and water. Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Shows interest and enthusiasm for the environment outside the home and setting. • Begins, with appropriate support, to use or explore objects functionally.	• Is curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animal life. • Explores objects/materials by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. • Matches parts of objects that fit/belong together, e.g. puts lid on teapot. • Notices prominent features of an environment.	• Shows curiosity in how things work. • Notices detailed features of objects in their immediate or wider environment. • Indicates some understanding of aspects of their familiar world by answering simple questions through their preferred method of communication. • Developing an understanding that living things have needs e.g. eat, drink or care. • Can talk/communicate about some of the things they have observed such as plants, natural and found objects. • Enjoys playing with small world reconstructions, building on first hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.	• Comments and asks through preferred method of communication questions about aspects of their familiar world such as the place where they live or the natural world. • Talks/communicates about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment.	• Looks closely at similarities, differences, patterns and change in nature. • Knows about similarities and differences in relation to places, objects, materials and living things. • Talks/communicates about the features of their own immediate environment and how environments might vary from one another. • Makes observations of animals and plants and explains why some things occur, and talks about changes using their preferred mode of communication.

Science:

Strands	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Working Scientifically	Answering and Asking Questions • Use everyday language/begin to use simple scientific words to ask or answer a scientific question. Making Predictions • Begin to say what might happen in an investigation. Making Observations • Observe objects, materials and living things and describe what they see. Equipment and Measures • Use simple, nonstandard equipment and measurements in a practical task. Identifying and classifying • Sort and group objects, materials and living things, with help, according to simple observational features. Engaging in practical enquiry (investigating) • Follow instructions to complete a simple test individually or in a group. Recording and reporting findings • Begin to record simple data. • Talk about their findings and explain what they have found out Drawing conclusions • Explain, with help, what they think they have found out. Analysing data, Evaluating and raising further questions and predictions • Use every day or simple scientific language to ask	Answering and Asking Questions • Suggest ideas, ask simple questions and know that they can be answered/ investigated in different ways including simple secondary sources, such as books and video clips. Making Predictions • Begin to make predictions Making Observations • Observe something closely and describe changes over time. Equipment and Measures • Use simple equipment, such as hand lenses or egg timers to take measurements, make observations and carry out simple tests. Identifying and classifying • Decide, with help, how to group materials, living things and objects, notices changes over time and beginning to see patterns. Engaging in practical enquiry (investigating) • Do things in the correct order when performing a simple test and begin to recognise when something is unfair. Recording and reporting findings • Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary. Drawing conclusions • Use simple scientific language to explain what they have found out.	Answering and Asking Questions • Use ideas to pose questions, independently, about the world around them. Making Predictions • Make predictions and begin to give a reason. Making Observations • Make decisions about what to observe during an investigation. Equipment and Measures • Take accurate measurements using standard units. Identifying and classifying • Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships. Engaging in practical enquiry (investigating) • Discuss enquiry methods and describe a fair test. Recording and reporting findings • Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts Drawing conclusions • Draw, with help, a simple conclusion based on evidence from an enquiry or observation. Analysing data, Evaluating and raising further questions and predictions • Gather, record and use data in a variety of ways to answer a simple question.	Answering and Asking Questions • Suggest relevant questions and know that they could be answered in a variety of ways, including using secondary sources such as ICT. • Answer questions using straight forward scientific evidence. Making Predictions • Make predictions and give a reason using simple scientific vocabulary. Making Observations • Make systematic and careful observations. Equipment and Measures • Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers. Identifying and classifying • Identify similarities/ differences/changes when talking about scientific processes. Use and begin to create simple keys. Engaging in practical enquiry (investigating) • Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables. Recording and reporting findings • Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g. displays,	Answering and Asking Questions • Raise different types of scientific questions, and hypotheses. Making Predictions • Make predictions and give a reason using scientific vocabulary. Making Observations • Plan and carry out comparative and fair tests, making systematic and careful observations. Equipment and Measures • Take measurements using a range of scientific equipment with increasing accuracy and precision. Identifying and classifying • Use and develop keys to identify, classify and describe living things and materials. Engaging in practical enquiry (investigating) • Plan a range of science enquiries, including comparative and fair tests. Recording and reporting findings • Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, bar and line graphs and models. Drawing conclusions • Use a simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time.	Answering and Asking Questions • Pose/select the most appropriate line of enquiry to investigate scientific questions. Making Predictions • Make predictions and give a reason using scientific vocabulary. • Base predictions on findings from previous investigations. Making Observations • Make their own decisions about which observations to make, using test results and observations to make predictions or set up further comparative or fair tests. Equipment and Measures • Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately. • Decide how long to take measurements for checking. Identifying and classifying • Identify and explain patterns seen in the natural environment. Engaging in practical enquiry (investigating) • Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests. Recording and reporting findings • Choose the most effective approach to record and report results, linking to mathematical knowledge. Drawing conclusions • Identify validity of conclusion and required improvement to methodology. • Discuss how scientific ideas develop over time.

	and/or answer a question on given data.	Analysing data, Evaluating and raising further questions and predictions • Identify simple patterns and/or relationships using simple comparative language.		oral or written explanations). Drawing conclusions • Use recorded data to make predictions, pose new questions and suggest improvements for further enquiries. Analysing data, Evaluating and raising further questions and predictions • Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support their findings.	Analysing data, Evaluating and raising further questions and predictions • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Analysing data, Evaluating and raising further questions and predictions • Identify and explain causal relationships in data and identify evidence that supports or refutes their findings, selecting fact from opinion.
Scientific Knowledge: Animals, including Humans (including Evolution and Inheritance)	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement	• Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey	• Describe the changes as humans develop to old age	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Scientific Knowledge: Living Things and their Habitats (including seasonal change)	• Observe changes across the 4 seasons • Observe and describe weather associated with the seasons and how day length varies	• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including microhabitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	• Recognise that living things can be grouped in a variety of ways •Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics
Scientific Knowledge: Plants	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees	• Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	• identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	
Scientific Knowledge: Materials (including states of matter)	• Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	• compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be	• Describe properties of materials in terms of particles, introducing the concept that all substances are made of small particles. • Understand that materials are made of particles that are arranged differently in solids, liquids, and gases, explaining basic differences in properties. • Explain how temperature affects the movement and spacing of particles, relating it to changes of state like melting and freezing.

	basis of their simple physical properties		of evaporation with temperature	separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	• Identify and describe differences between physical changes (reversible) and chemical changes (not usually reversible), using examples like dissolving, melting, burning, and rusting. • Know that mixtures can often be separated using properties like solubility, magnetism, and particle size, and describe methods like filtration, sieving, and evaporation in more detail. • Introduce the concept of a "pure substance" and understand that mixtures contain more than one substance, which can be separated by physical means. • Recognise that different materials have different electrical and thermal conductivity, and explain why metals conduct heat and electricity well. • Describe reversible changes in mixtures, such as crystallisation from solutions, and relate these changes to particle movement and arrangement. • Explain the formation of new materials in some chemical changes, introducing simple examples like the rusting of iron or burning of wood. • Understand that chemical changes are generally irreversible because they produce new materials with different properties.
Scientific Knowledge: Electricity	• explore the practical applications of electricity • learn about being safe when using electricity • household appliances that use electricity	• Identify and explore common sources of electricity, such as batteries and mains sockets. • Recognise simple circuits, identifying that an electric circuit is needed to power some devices. • Learn basic rules for safe use of simple electrical devices like torches and toys that use batteries. • Understand that electricity flows through some objects but not others, introducing the idea of electrical conductors and insulators.	• Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors		• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

				• Use recognised symbols when representing a simple circuit in a diagram
Scientific Knowledge: Rocks, Earth and Space	• experience and identify rocks and soils in the locality • learn that rock is under all objects and features seen • explore how rocks are broken down by water and people to make pebbles, sand and soil and how this gives rise to soils	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter	• Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	• Describe the composition and structure of the Earth's layers: crust, mantle, outer core, and inner core. • Introduce the rock cycle, identifying basic rock types: igneous, sedimentary, and metamorphic, and describe how they change over time. • Understand that the Earth's resources, such as minerals and fossil fuels, are limited and can be recycled to conserve them. • Recognize that the Earth's atmosphere contains a mixture of gases, primarily nitrogen, oxygen, and carbon dioxide. • Understand the basic idea that human activities can impact the environment, including effects on the atmosphere and potential climate change. • Explain gravity in simple terms, understanding that it is a force that pulls objects toward each other, and that Earth's gravity causes things to fall. • Describe how gravity keeps planets in orbit around the sun and the moon in orbit around Earth. • Recognize that our solar system consists of the sun, planets, moons, and other objects, and that the sun is one of many stars in our galaxy. • Introduce the concept of magnetism as a force of attraction or repulsion between objects, noting that magnets have north and south poles. • Understand Earth's magnetic field and describe how a compass works by aligning with this field for navigation.

Scientific Knowledge: Sound	• Experience a range of sounds through the use of available senses • Make and change sounds independently • Locate and identify different types of sound • Hear sounds in the environment including those that have special meaning.	• Explore how sound is made by different objects, recognising that sound is produced by vibrations. • Investigate how different materials and objects can create higher or lower sounds, using basic terms like "loud" and "quiet." • Experiment with simple ways to change sounds, like altering pitch and volume through materials or movements. • Identify sounds that signal specific events or warnings, such as alarms or bells, and explore sounds that indicate moods or actions.	• Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases	
Scientific Knowledge: Light	• Experience light and the absence of light (darkness) and develop awareness of light in the environment • Interact with a range of light sources • Learn about where light comes from and how it affects other objects in the environment • Observe that light sources become more intense in the dark and that their effect is diluted by increasing levels of external light.	• Observe how light makes things visible, beginning to understand that without light, they cannot see objects. • Explore various sources of light and identify which are natural (sun, stars) and which are artificial (lamps, torches). • Understand that light can be bright or dim, and explore how covering or moving a light source can change brightness. • Experiment with creating shadows by placing objects in front of a light source and notice basic patterns in shadow size and position.	• Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change	• Recognise that light travels in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Scientific Knowledge: Forces and Magnets	• experience the movement of their bodies and cause action-reactions • try out different movements and observe the effects on different materials • learn about different sorts of movement and what they are called • learn about how objects move and how their own actions affect movement • explore different ways of manipulating and changing materials and the effects of some forces	• Experiment with pushing and pulling objects, noticing how these actions change movement. • Identify and describe simple actions that can make objects move faster, slower, or stop, such as rolling, sliding, or bouncing. • Explore different surfaces, like smooth and rough ones, to see how they affect the movement of objects. • Begin to explore the effects of magnets, noticing that they can pull (attract) some objects, particularly	• Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	

		metal ones, and that they don't work on all materials. • Test different ways of moving and shaping soft materials (such as clay or sand) to observe how forces like pressing or pulling can change their shapes.		

Understanding the World - Technology					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
The beginnings of understanding technology lie in the babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning – Playing and Exploring and Thinking Creatively and Critically. • Shows emerging awareness of activities and experiences, may give intermittent reactions to bubble tube, musical toy or vibrating toy. • Accepts co-active exploration of toys e.g. encouraging children to handle fibre optic strands. • Randomly explores cause and effect e.g. continually pressing a switch. • Engages in co-active exploration e.g. focuses attention on a technological resource for short time.		Shows awareness of cause and effect e.g. presses a switch and waits for response or creating an effect using a touchscreen. • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps, switches and simple mechanisms and beginning to learn to operate them. • Remembers learned response over a short period of time.	• Seeks to acquire basic skills in turning on and operating some digital equipment. • Uses a switch with purpose e.g. a power link switch to turn a fan on or off. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Plays with water to investigate "low technology" such as washing and cleaning. • Uses pipes, funnels and other tools to carry/transport water from one place to another.	• Knows how to operate simple equipment e.g. turns on CD player, uses remote control, can navigate touch-capable technology with support. • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from digital devices and the internet. • Plays with a range of materials to learn cause and effect, for example makes a string puppet using dowels and string to suspend the puppet	• Completes a simple program on electronic devices. • Uses ICT hardware to interact with stage or age-appropriate computer software. • Can create content such as a video recording, stories, and/or draw a picture on screen. • Develops digital literacy skills by being able to access, understand and interact with a range of technologies. • Can use the internet with adult supervision to find and retrieve information of interest to them.

Computing Tier 1-6

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Computer Science	Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Pupils should be taught to create and debug simple programs. Pupils should eb taught to use logical reasoning to predict the behaviour of simple programs		Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration			
	Computational Thinking: Pupils understand what algorithms are and write simple algorithms. They understand the sequence of algorithms is important and can debug simple algorithms Pupils understand that algorithms are implemented as programs on digital devices Coding and Programming: Pupils can create a simple program e.g. sequence of instructions for a Bee Bot. They use sequence in programs and locate and fix bugs in their program	Computational Thinking: Pupils can write algorithms for everyday tasks. They use logical reasoning to predict the outcome of algorithms and understand decomposition is breaking objects/ processes down. They implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) and can debug algorithms Coding and Programming: Pupils understand programs execute by following precise and unambiguous instructions. They create programs on a variety of digital devices and debug programs of increasing complexity. Pupils use logical reasoning to predict the outcome of simple programs	Computational Thinking: Pupils can create algorithms for use when programming. They decompose tasks (such as animations) into separate steps to create an algorithm and understand abstraction is focusing on important information. They identify patterns in an algorithm and use repetition in algorithms Coding and Programming: Pupils can design and create programs. They write programs that accomplish specific goals and use repetition in programs. Pupils work with various forms of input Computer Networks: Pupils understand that computers in a school are connected together in a network. They understand why computers are networked and the difference between the Internet and the World Wide Web (WWW)	Computational Thinking: Pupils can use abstraction to focus on what's important in a design. They write increasingly more precise algorithms for use when programming and use simple selection in algorithms. Pupils use logical reasoning to detect and correct errors in programs Coding and Programming: Pupils can design and create programs. They write programs that accomplish specific goals and use repetition in programs. Pupils work with various forms of input Computer Networks: Pupils understand that servers on the Internet are located across the planet. They understand how email is sent across the Internet and how the Internet enables us to collaborate	Computational Thinking: Pupils can solve problems by decomposing them into smaller parts. They use selection in algorithms and recognise the need for conditions in repetition within algorithms. Pupils use logical reasoning to explain how a variety of algorithms work and to detect and correct errors in algorithms. Pupils evaluate their work and identify errors Coding and Programming: Pupils can create programs by decomposing them into smaller parts. They use selection in programs and use conditions in repetition commands. Pupils work with variables and create programs that control or simulate physical systems. They evaluate their work and identify errors Computer Networks: Pupils understand how we view web pages on the Internet. They search technologies effectively and understand that web spiders index the web for search engines. Pupils appreciate how pages are ranked in a search engine	Computational Thinking: Pupils can recognise, and make use, of patterns across programming projects. They write precise algorithms for use when programming and identify variables needed and their use in selection and repetition. Pupils decompose code into sections for effective debugging and critically evaluate their work and suggest improvements Coding and Programming: Pupils can use a range of sequence, selection and repletion commands combined with variables as required to implement their design. They create procedures to hide complexity in programs and identify and write generic code for use across multiple projects. Pupils critically evaluate their work and suggest improvements. They identify and use basic HTML tags Computer Networks: Pupils understand what HTML is and recognize HTML tags. They know a range of HTML tags and can remix a web page. Pupils can create a webpage using HTML

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Digital Literacy	Pupils should be taught to recognise common uses of information technology beyond school Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies		Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
	Self Image and Identity: Pupils can recognise that there may be people online who could make them feel sad, embarrassed or upset. If something happens that makes them feel sad, worried, uncomfortable or frightened they can give examples of when and how to speak to an adult they can trust. Online Relationships: Pupils can use the internet with adult support to communicate with people they know. They explain why it is important to be considerate and kind to people online. Online Reputation: Pupils can recognise that information can stay online and could be copied. They describe what information should not be put online without asking a trusted adult first Online Bullying: Pupils can describe how to behave online in ways that do not upset others and can give examples. Managing Online Information: Pupils can use the internet to find	Self Image and Identity: Pupils can explain how other people's identity online can be different to their identity in real life. They describe ways in which people might make themselves look different online and give examples of issues online that might make them feel sad, worried, uncomfortable or frightened. Pupils give examples of how they might get help. Online Relationships: Pupils can use the internet to communicate with people they don't know well (e.g. email a penpal in another school/ country). They give examples of how they might use technology to communicate with others they don't know well. Online Reputation: Pupils can explain how information put online about them can last for a long time. They know who to talk to if they think someone has made a mistake about putting something online.	Self Image and Identity: Pupils can explain what is meant by the term 'identity'. They explain how to represent themselves in different ways online. Pupils explain ways in which and why they might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media). Online Relationships: Pupils can describe ways people who have similar likes and interests can get together online. They give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak) and explain some risks of communicating online with others they don't know well. They explain how their own and other people's feelings can be hurt by what is said or written online. Pupils explain why they should be careful who they trust online and what information they can trust them with. They explain why they can take back trust in someone or something if they feel nervous, uncomfortable	Self Image and Identity: Pupils can explain how their online identity can be different to the identity they present in 'real life'. Knowing this, they can describe the right decisions about how to interact with others and how others perceive them. Online Relationships: Pupils can describe strategies for safe and fun experiences in a range of online social environments and give examples of how to be respectful to others online. Online Reputation: Pupils can describe how others can find out information about them by looking online. They explain ways that some of the information about them online could have been created, copied or shared by others. Online Bullying: Pupils can identify some online technologies where bullying might take place. They describe ways people can be bullied through a range of media (e.g. image, video, text, chat) and explain why	Self Image and Identity: Pupils can explain how identity online can be copied, modified or altered. They demonstrate responsible choices about online identity, depending on context. Online Relationships: Pupils can explain that there are some people they communicate with online who may want to do them or their friend's harm. They recognise that this is not their fault and make positive contributions and be part of online communities. Pupils describe some of the communities in which they are involved and describe how to collaborate with others positively. Online Reputation: Pupils can search for information about an individual online and create a summary report of the information they find. They describe ways that information about people online can be used by others to make judgments about an individual. Online Bullying: Pupils can recognise when someone is upset, hurt or angry online. They describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone.	Self Image and Identity: Pupils can describe ways in which media can shape ideas about gender. They identify messages about gender roles and make judgements based on them and challenge and explain why it is important to reject inappropriate messages about gender online. Pupils describe issues online that might make them or others feel sad, worried, uncomfortable or frightened. They know and can give examples of how to get help, both on and offline and explain why they should keep asking until they get the help they need. Online Relationships: Pupils can show they understand their responsibilities for the well-being of others in their online social group. They explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). Pupils demonstrate how to support others (including those who are having difficulties) online. They demonstrate ways of reporting problems online for both themself and friends. Online Reputation: Pupils can explain how they are developing an online

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things out. They use simple keywords in search engines and describe and demonstrate how to get help from a trusted adult or helpline if they find content that makes them feel sad, uncomfortable worried or frightened. Health, Well-Being and Lifestyle: Pupils can explain rules to keep us safe when we are using technology both in and beyond the home. They give examples of some of these rules. Privacy and Security: Pupils can recognise more detailed examples of information that is personal to them (e.g. where they live, their family's names, where they go to school). They explain why they should always ask a trusted adult before they share any information about themself online. Pupils explain how passwords can be used to protect information and devices. Copyright and Ownership: Pupils can explain why work they create using technology belongs to them. They say why it belongs to me (e.g.'it is my idea' or 'I designed it') and save work so that others know it belongs to them (e.g. filename, name on content).	Online Bullying: Pupils can give examples of bullying behaviour and how it could look online. They understand how bullying can make someone feel and talk about how someone can/would get help about being bullied online or offline. Managing Online Information: Pupils can use keywords in search engines. They demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections) and explain what voice activated searching is and how it might be used (e.g.Alexa, Google Now, Siri). Pupils explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' and why some information I find online may not be true. Health, Well-Being and Lifestyle: Pupils can explain simple guidance for using technology in different environments and settings and say how those rules/guides can help them Privacy and Security: Pupils can describe why other people's work belongs to them. They recognise that content	or worried. Pupil's explain what it means to 'know someone' online and why this might be different from knowing someone in real life and explain what is meant by 'trusting someone online'. They can explain why this is different from 'liking someone online'. Online Reputation: Pupils can search for information about themself online. They recognise they need to be careful before sharing anything about themself or others online and know who they should ask if the are not sure if they should put something online Online Bullying: Pupils can explain what bullying is and can describe how people may bully others. They describe rules about how to behave online and how to follow them. Managing Online Information: Pupils can use key phrases in search engines. They explain what autocomplete is and how to choose the best suggestion. Pupils explain how the internet can be used to sell and buy things and the difference between a 'belief', an 'opinion' and a 'fact'. Health, Well-Being and Lifestyle: Pupils can explain why spending too much time using technology can sometimes have a negative impact on them,	they need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). Managing Online Information: Pupils can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. They understand what criteria have to be met before something is a 'fact' and describe how to search for information within a wide group of technologies (e.g. social media, image sites, video sites). Pupils describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. They explain that some people they 'meet online' (e.g. through social media) may be computer programmes pretending to be real people and why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. Health, Well-Being and Lifestyle: Pupils can explain how using technology can distract them from other things they might do or should be doing. They identify times or situations when they might need to limit	They can explain how to block abusive users and how to report online bullying on the apps and platforms that they use. Pupils describe the helpline services who can support them and what they would say and do if they needed their help (e.g. Childline). Managing Online Information: Pupils can use different search technologies. They evaluate digital content and can explain how to make choices from search results. Pupils explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence and understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). They explain what is meant by 'being sceptical' and give examples of when and why it is important to be 'sceptical'. Pupils explain what is meant by a 'hoax' and why they need to think carefully before they forward anything online. They explain why some information they find online may not be honest, accurate or legal and why information that is on a large number of sites may still be inaccurate or untrue. They assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). Health, Well-Being and Lifestyle: Pupils can describe ways technology can affect	reputation which will allow other people to form an opinion of them and describe some simple ways that help build a positive online reputation Online Bullying: Pupils can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help them. They identify a range of ways to report concerns both in school and at home about online bullying. Managing Online Information: Pupils can use search technologies effectively. They explain how search engines work and how results are selected and ranked and demonstrate the strategies they would apply to be discerning in evaluating digital content. Pupils describe how some online information can be opinion and can offer examples and how and why some people may present 'opinions' as 'facts'. They define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and 'ad targeting'). Pupils demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and can explain why using these strategies are important. Pupils identify, flag and report inappropriate content. Health, Well-Being and Lifestyle: Pupils can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their

		on the internet may belong to other people. Copyright and Ownership: Pupils can describe why other people's work belongs to them. They recognise that content on the internet may belong to other people.	and give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). Privacy and Security: Pupils can give reasons why they should only share information with people they choose to and can trust. They explain that if they are not sure or feel pressured, they should ask a trusted adult. Pupils understand and can give reasons why passwords are important and describe simple strategies for creating and keeping passwords private. They describe how connected devices can collect and share their information with others. Copyright and Ownership: Pupils can explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be.	the amount of time they use technology and suggest strategies to help them limit this time. Privacy and Security: Pupils can explain what a strong password is. They describe strategies for keeping personal information private, depending on context. Pupils explain that others online can pretend to be them or other people, including their friends and suggest reasons why they might do this. Pupils explain how internet use can be monitored. Copyright and Ownership: When searching on the internet for content to use, pupils can explain why they need to consider who owns it and whether they have the right to reuse it and give some simple examples.	healthy sleep and can describe some of the issues. They describe some strategies, tips or advice to promote healthy sleep with regards to technology Privacy and Security: Pupils can create and use strong and secure passwords. They explain how many free apps or services may read and share their private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others and how and why some apps may request or take payment for additional content (e.g. in-app purchases) and why they should seek permission from a trusted adult before purchasing. Copyright and Ownership: Pupils can assess and justify when it is acceptable to use the work of others.They give examples of content that is permitted to be reused.	purpose. They assess and action different strategies to limit the impact of technology on their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). Pupils explain the importance of selfregulating their use of technology and demonstrate the strategies they use to do this (e.g. monitoring time online, avoiding accidents). Privacy and Security: Pupils use different passwords for a range of online services. They describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories) and know what to do if a password is lost or stolen. Pupils explain what app permissions are and can give some examples from the technology or services they use. They describe simple ways to increase privacy on apps and services that provide privacy settings and ways in which some online content targets people to gain money or information illegally. Pupils describe strategies to help identify such content (e.g. scams, phishing) Copyright and Ownership: Pupils can demonstrate the use of search tools to find and access online content which can be reused by others. They demonstrate how to make references to and acknowledge sources they have used from the internet

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
ICT	Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content		Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			
	Digital Publishing: Pupils can confidently type words quickly and correctly on a digital device. They can use the space bar to make space and delete to delete letters/words. They make a new line using enter/return and can dictate into a digital device more accurately and with punctuation. Presentation: Pupils add labels to an image. They order images to create a simple storyboard. They create a simple spider diagram and sequence a series of pictures to explain their understanding of a topic Working with data: Pupils can sort images or text into two or more categories on a digital device. They can collect data on a topic and create a tally chart and pictogram. Pupils will record themselves explaining what they have done and what it shows. Animations: Pupils add filters and stickers to enhance an animation of a character. They create an animation to tell a story with more than one scene and add their own pictures to a story animation. Video Creation: Pupils can record a film using	Digital Publishing: Pupils can use the space bar only once between words and use touch to navigate to words letter to edit. They can copy and paste images and text and use caps lock for capital letters. They can add images alongside text in a word processed document and dictate longer passages into a digital device with accurate punctuation. Presentation: Pupils add voice labels to an image. They add a voice recording to a storyboard and add speech bubbles to an image to show what a character thinks. Pupils can import images to a project from the web and camera roll Working with data: Pupils can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. They can orally record themselves explaining what the data shows and create a branching database using questions. Animations: Pupils create multiple animations of an image and edit these together. They create a simple	Digital Publishing: Pupils will use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g, and use right fingers for h/j/k/l. They can edit the style and effect of text and images to make a document more engaging and eye-catching, eg borders and shadows. Pupils can use cut, copy and paste to quickly duplicate and organise text. Presentation: Pupils create an interactive comic with sounds, formatted text and video. They annotate an image with videos and create a simple web page. They create a simple digital timeline/mindmap. Working with data: Pupils can create their own sorting diagram and complete a data handling activity with it using images and text. They start to input simple data into a spreadsheet and create a feelings chart exploring a story or character's feelings. Animations: Pupils create animations of faces to speak in role with more life-like realistic outcomes. They improve stop motion animation clips with techniques like onion skinning and use animation tools in	Digital Publishing: Pupils can combine digital images from different sources, objects, and text to make a final piece of a task: posters, documents, eBooks, scripts, leaflets. They confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text. Pupils use font sizes appropriately for audience and purpose. They use spell check and thesaurus including through Siri and other AI technology. Presentation: Pupils create an interactive quiz eBook introducing hyperlinks. They create an eBook with text, images and sound and create a presentation demonstrating understanding with a range of media. Pupils create a digital timeline/mindmap and include different media - sound and video. Working with data: Pupils can create their own online multiple choice questionnaire. They can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. They understand how data is collected.	Digital Publishing: Pupils can start to apply other useful effects to documents such as hyperlinks. They can import sounds to accompany and enhance the text in a document and organise and reorganise text on screen to suit a purpose Presentations: Pupils collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365. They create and export an interactive presentation including a variety of media, animations, transitions and other effects. Pupils create an interactive guide to a image by embedding digital content and publishing it online and create a webpage and embed video. Working with data: Pupils can create and publish their own online questionnaire and analyse the results. They use simple formulae to solve calculations including =sum and other statistical functions. They edit and format difference cells in a spreadsheet. Animations: Pupils record animations of different characters and edit them together to create an interview. They add green screen effects to a stop motion animation and create flip book animation using digital drawings and export as a Gif or video Video Creation: Pupils can use cutaway and split screen tools in iMovie. They evaluate and	Digital Publishing: Pupils can confidently choose the best application to demonstrate learning. They can format text to suit a purpose and publish documents online regularly and discuss the audience and purpose of content. Presentation: Pupils create a web site which includes a variety of media. They design an app prototype that links multimedia pages together with hyperlinks. Pupils choose applications to communicate to a specific audience and evaluate their content and consider ways to make improvements. Working with data: Pupils write spreadsheet formula to solve more challenging maths problems. They create and publish an online quiz with a range of media (images and video) Animations: Pupils mix animations and videos recordings of themself to create video interviews. They plan, script and create a 3D animation to explain a concept or tell a story. They choose and create different types of animations to best explain learning. Video Creation: Pupils can use the green screen masking tool with more than one character. They use picture in picture tools in iMovie and add animated subtitles to their film to further enhance the creation. Pupils create videos using a range of media - green

the camera app. They select images and record a voiceover and can highlight and zoom into images as they record. <u>Photography and Digital Art:</u> Pupils can edit a photo with simple tools. They use a paint/drawing app to create a digital image and begin to cut out an image to layer on another image. <u>Augmented Reality and Virtual Reality:</u> Pupils can explore an interactive 360 image. They scan a trigger image to begin a AR experience and pretend to interact with AR objects. <u>Sound:</u> Pupils can create a sequence of sounds (instruments, apps/ software). They explore short and long sounds and record their voice and add different effects.	stop motion animation and can explain how an animation/flip book works <u>Video Creation:</u> Pupils can write and record a script using a teleprompter tool. They use tools to add effects to a video and begin to use green screen techniques with support <u>Photography and Digital Art:</u> Pupils can edit a photo (crop, filters, mark up etc). They select and use tools to create digital imagery - controlling the pen and using the fill tool and cut images with accuracy to layer on other images. <u>Augmented Reality and Virtual Reality:</u> Pupils can draw their own 360 image and explore it in VR. They bring objects into their surroundings using Augmented Reality and create their own QR code. <u>Sound:</u> Pupils create a musical composition using software. They record their own sound effects and record their voice over a composition to perform a song.	presenting software to create simple animations. <u>Video Creation:</u> Pupils can sequence clips of mixed media in a timeline and record a voiceover. They trim and cut film clips and add titles and transitions. Pupils independently create a green screen clip and create their own movie trailer. <u>Photography and Digital Art:</u> Pupils can confidently take and manipulate photos. They create a digital image using a range of tools, pens, brushes and effects and create transparent images with Instant Alpha <u>Augmented Reality and Virtual Reality:</u> Pupils can create their own digital 360 image and explore it in VR. They create their own images and bring it into their surroundings through AR. <u>Sound:</u> Pupils can create and edit purposeful compositions using music software to create mood or a certain style. They experiment with live loops to create a song.	<u>Animations:</u> Pupils take multiple animations of a character they have created and edit them together for a longer video. They use software to create a 3D animated story and a line draw tool to create animations. <u>Video Creation:</u> Pupils can add music and sound effects to films. They add animated titles and transitions. Pupils add simple subtitles to a video clip and confidently use green screen adding animated backgrounds <u>Photography and Digital Art:</u> Pupils can enhance digital images and photographs using crop, brightness, contrast & resize. They manipulate shapes to create digital art and draw a series of images and export as an animated GIF <u>Augmented Reality and Virtual Reality:</u> Pupils can create a 360 video. They use the camera to create a 360 image and add multiple objects into their surroundings through AR to explain a concept. <u>Sound:</u> Pupils edit sound effects for a purpose. Create a simple four chord song following the correct rhythm and record a radio broadcast or audiobook.	improve the best video tools to best explain understanding. Pupils further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool. <u>Photography and Digital Art:</u> Pupils can make a digital photo using camera settings. They enhance digital photos and images using crop, brightness and resize tools and link and explain how to photoshop images and how this is used in the media <u>Augmented Reality and Virtual Reality:</u> Pupils can create an interactive VR experience. They create an animated object and bring it into their surroundings through AR and create an AR experience using objects they have created to explain a concept. <u>Sound:</u> Pupils add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. They create a remix of a popular song.	screen, animations, film and image. <u>Photography and Digital Art:</u> Pupils can edit a picture to remove items, add backgrounds, merge 2 photos. They evaluate and discuss images explaining effects and filters that have been used to enhance the media and use a 3D drawing app to create a realistic representation of world objects <u>Augmented Reality and Virtual Reality:</u> Pupils can create and upload their own VR Google Expedition. They create an interactive poster using AR and can explain how VR and AR works. <u>Sound:</u> Pupils add voice over and edit sound clips (volume, pitch, fade, effect) to use in a film or radio broadcast (podcast) and compose a soundtrack that can be added to a film project.

Understanding the World – People and Communities					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language. • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with. • Develops a sense of belonging to their family and their key carer. • Recognises key people in their own lives.		• Shows recognition of familiar people through sound, smells, personal objects or pictures. • Shows a consistent positive interest or response to particular individuals in social environment. • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. • Is interested in photographs of themselves and other familiar people and objects. • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	• Has a sense of own immediate family and relations and pets. • Demonstrates a sense of belonging to a familiar group. • Is involved in pretend play, with appropriate support. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog, or bird. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Has a sense of significant personal events e.g. birthday, Christmas.	• Shows interest in the lives of people who are familiar to them. • Enjoys joining in with family customs and routines. • Remembers and talks/communicates about significant events in their own experience. • Recognises and describes special times or events for family or friends using preferred mode of communication. • Shows interest in different occupations and ways of life indoors and outdoors. • Knows some of the things that make them unique, and can talk/communicate about some of the similarities and differences in relation to friends or family.	• Enjoys joining in with family customs and routines. • Talks/communicates about past and present events in their own life and in the lives of family members. • Knows that other children do not always enjoy the same things, and is sensitive to this. • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

Geography Tier 1-6

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Locational Knowledge	Pupils should be taught to name and locate the world's seven continents and five oceans Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Pupils should be taught to locate name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Pupils should be taught to locate identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	The Local Area: Pupils understand where they live and where their school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards) The UK: Pupils name and locate the countries in the UK and their capital cities. Name the surrounding seas of the UK The World: Pupils Understand the terms 'continent' and 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas, including understanding the of the terms 'poles' and 'equator'. Recognise and know basic features of the different continents.	The Local Area: Pupils name, locate and describe key landmarks in the local area, using simple locational/ directional language and the four main compass directions. The UK: Pupils name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/ directional language and the four main compass directions. The World: Pupils name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality, including use of simple locational/ directional language, the four main compass directions and the terms 'poles' and 'equator'.	The Local Area: Pupils name, locate, describe and discuss key landmarks and geographical features of the local area, employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys. The UK: Pupils name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations), and mountains, employing the use of the eight points of a compass, maps, symbols and keys. The World: Pupils name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys.	The UK: Pupils name & locate counties and cities of the UK, national parks and their topographical features (inc hills, mountains, coasts & rivers), using the eight points of a compass, four figure grid references, maps, symbols and keys. The World: Pupils name, locate and understand the significance of the Equator, Northern/ Southern Hemisphere, Tropic of Cancer/ Capricorn, latitude and longitude, Antarctic/ Arctic Circle and different climate zones. Locate the countries of Europe using maps, and their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Locate key Earthquake zones of the world, including an Earthquake location study.	The Local Area: Pupils name, locate & describe a local river and understand how it has changed over time, using, the eight compass points, six-figure grid references, maps, symbols and keys The UK: Pupils locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys The World: Pupils name, locate and describe some of the world's major rivers, employing the use of the eight points of a compass, maps, symbols and keys.	The World: Pupils identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation, using the eight points of a compass, maps, symbols and keys. Locate countries of North and South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Place Knowledge	Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
	Comparisons: Pupils study, understand, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography.		Comparisons: Pupils study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (e.g. mountains, coasts and rivers).		Comparisons: Pupils study, understand, write about, draw and label key similarities and differences between the River Thames and the River Nile, and their corresponding regions.	Comparisons: Pupils study, understand, write about, draw and label key human and physical similarities and differences between the UK and North/South America, including climate, environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes. population).
Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Human and Physical Geography	Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Pupils should be taught to use basic geographical vocabulary to refer to key physical and human features		Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
	Settlements and Land Use: Pupils begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside. Weather and Climate: Pupils identify and describe weather associated with the four seasons. Identify that the North and South poles are cold and the equator is hot. Other Physical Features and	Settlements and Land Use: Pupils use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop. Weather and Climate: Pupils identify and describe weather associated with the four seasons, including understanding a basic weather forecast. Identify the location of hot and cold areas of the world in relation to the Equator and the	Settlements and Land Use: Pupils describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban). To describe and understand the effect of volcanoes on settlements and land use. Understand land use of the local area. Other Physical Features and Processes: Pupils describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.	Settlements and Land Use: Pupils understand the effect of climate on land use and settlements in different areas of the world, including different European countries. Identify some European cities and settlements. Weather and Climate: Pupils understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the basic process of global warming, its causes, implications and changes required. Identify	Settlements and Land Use: Pupils describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others. Economics, Trade and Resources: Pupils use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe major imports and exports, including those of the UK. Understand fairtrade. Understand global supply chains. Understand highest value exports. Other Physical Features and Processes: Pupils describe	Settlements and Land Use: Pupils describe and explain changing land use in North and South America, including the Amazon rainforest. Understand what life is like in cities, villages and other settlements of North and South America. Economics, Trade and Resources: Pupils understand how food production is influenced by climate and biomes. Weather and Climate: Pupils understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).

	Processes: Pupils begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	North and South Poles, and make comparisons with local weather. Other Physical Features and Processes: Pupils use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of mountain formation.	and study the different climatic regions of UK and Europe. Other Physical Features and Processes: Pupils identify, describe and understand key physical features of the continent of Europe, including the UK (e.g. coasts, rivers, mountainous regions, planes, semi-desert etc). Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake and/or Tsunami.	and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe coastal and mountain features of the UK.	Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK.
Strand	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 4**	**Tier 5**	**Tier 6**
Geographical Skills and Fieldwork	Pupils should be taught 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 Pupils should be taught to use simple compass directions and locational and directional language, to describe the location of features and routes on a map Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Pupils should be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
	World Maps: Pupils draw and locate the locations of continents and oceans on globes and world maps or atlases. UK Maps: Pupils draw and locate the four countries of the UK and their capital cities a on a UK map or atlas. Local/Regional Maps and Other Secondary Data	World Maps: Pupils draw and locate the locations of continents, countries and oceans on globes and world maps or atlases. UK Maps: Pupils draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass	World Maps: Pupils use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world. UK Maps: Pupils use the eight points of a compass, four figure grid references, paper maps, Google Maps,	World Maps: Pupils use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world, and major Earthquake zones UK Maps: Pupils use the eight points of a compass,	World Maps: Pupils use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major industries, imports and exports. UK Maps: Pupils use the	World Maps: Pupils use physical and political maps, atlases, globes, Google Maps/Earth to locate and describe studied human/ physical features of North/ South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp. UK Maps: Pupils use the

	Sources : Pupils begin to use simple locational/ directional language (e.g. near, far, up, down, left, right, forwards and backwards) and the four main compass directions (North, South, East and West) to describe the location of features on a local map and to move around school. Construct simple plans with support. Use aerial images to recognise basic and human physical features. Local Fieldwork: Pupils begin to use simple fieldwork and observational skills to study the geography of the classroom and local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).	directions. Local/Regional Maps and Other Secondary Data Sources : Pupils use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map, and follow/create a route in the local area. Construct simple maps. Use aerial images to recognise basic physical and human features. Local Fieldwork: Pupils use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic)	Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges. Local/Regional Maps and Other Secondary Data Sources : Pupils use the 8 points of a compass, 4-figure grid references, maps, symbols and keys (including the use of OS maps) to describe local geographical features and follow/create a route in the local area/school; compare different types of local map. Construct detailed plans Use aerial images and age-appropriate graphs to acquire and discuss geographical information. Local Fieldwork: Pupils use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including interviews with locals, annotated sketch maps, plans and graphs, and digital technologies.	four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, landmarks and varied climates. Local/Regional Maps and Other Secondary Data Sources : Pupils use the 8 points of a compass, 4-figure grid references, maps with keys (inc the use of Ordnance Survey maps) and Google Maps/Earth to describe geographical features of a UK and European location, and create a tourist route. Create detailed maps. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.	eight points of a compass, six figure grid references, maps, Google Maps/Earth, symbols and keys (inc the use of OS maps) to locate/describe geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains & coastlines, imports and exports. Local/Regional Maps and Other Secondary Data Sources : Pupils use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys (inc the use of OS maps) and Google Maps/Earth to identify and describe changing local land use over time. Create detailed maps and label physical features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information. Local Fieldwork: Pupils use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.	eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America. Local/Regional Maps and Other Secondary Data Sources : Pupils use the eight points of a compass, six figure grid references, maps with keys and Google Maps/ Earth to describe geographical features of locations in North/South America, and create a tourist route. Create detailed maps and label human features. Use aerial images and age-appropriate graphs to acquire and discuss geographical information.

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Disciplinary Knowledge	<u>Asking and Answering Questions</u> Ask and respond to geographical questions. <u>Collecting and Interpreting</u> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information. <u>Analysing and Communicating</u> Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. <u>Evaluating and Debating</u> Express their own views about the people, places and environments studied.		<u>Asking and Answering Questions</u> Ask and respond to geographical questions using evidence to support answers. <u>Collecting and Interpreting</u> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information. <u>Analysing and Communicating</u> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary. <u>Evaluating and Debating</u> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		<u>Asking and Answering Questions</u> Ask and investigate geographical questions, suggesting enquiries to test them. <u>Collecting and Interpreting</u> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information. <u>Analysing and Communicating</u> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this. <u>Evaluating and Debating</u> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	

History: Tier 1-6

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Knowledge & Understanding of British History	Pupils should be taught about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life		Pupils should be taught about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
Topics taught from KS1-KS2 depending on cycle	Kings, Queens and Rulers: Begin sequencing people and photos onto a timeline. Know that: England has been ruled by Kings and Queens for many years. The Magna Carta gave people rights and protected them. Understand that: parliament talk about the country and make decisions. We choose the people in our parliament by voting. The Prime Minister is in charge of our government. Toys - Then and Now: Understand that: there are differences between the past and present. Life used to be very different for the rich and poor. Romans: Understand that the Romans were an ancient civilisation that built an empire. Know that: the Romans invaded Britain. Romans built towns across Britain. The Romans tried to invade Scotland. The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/ sewage systems. Know the chronology of the important events and people from the Roman empire in Britain. That Julius Caesar had two unsuccessful attempts at invading Britain. That Caesar successfully invaded Britain in 43AD. That the Roman army was very successful. That Boudicca revolted against the Romans in 60AD. That Roman towns were essential to Roman civilisation. Great Fire of London: Understand the causes, events and consequences of the Great Fire of London. The fire spread because houses were close together and made of wood, the winds were strong and there were no fire engines. Some serious problems were caused by the fire – e.g. over 70,000 displaced people. Vikings: Know: that many Vikings were farmers and craftworkers. The Vikings raided Britain in search for land and treasure. The Vikings were seafarers with excellent shipbuilding skills. King Alfred was king of Wessex and he fought the Vikings. The sequence of important events relating to King Alfred. Anglo Saxons and Scots: Know that the Romans left Britain in about 410AD. The Anglo-Saxons began invading in 450AD. The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia. That Anglo-Saxons were mainly farmers who lived in wooden huts. That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers. That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork. That Anglo-Saxons converted to Christianity. Tudors: Know that: the Tudor dynasty started when Henry VIII won the battle of the Bosworth field. Henry VII bought peace by uniting two opposing families – the Lancastrian and Yorkists. Henry VIII was the second Tudor King after his father Henry VII. The 'Field of the Cloth of Gold' image illustrates the magnificence of Henry VIII's court. The Reformation was when the Protestant church split from the Catholic church. Henry VIII created the Church of England – a Protestant version of Christianity. Elizabeth's reign was a peaceful, prosperous one. Pre-Historic Britain - Stone Age to Iron Age: Know that: Stone Age people were mainly hunters and gathers. Farming began in about 4500BC. People started to live in communities due to farming. The Iron Age ended when the Romans invaded in 43AD. Bronze Age started in about 2500BC. Iron Age started in about 750BC. Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots. Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were farmers. Industrial Revolution: Know that: the Industrial Revolution occurred between about 1750 and 1850. Manufacturing, inventions and transport changed the way we lived. Production moved from the countryside home to the city factories. The Industrial Revolution bought many significant inventions, including the Power Loom. The use of coal led to the invention of the steam engine. The steam engine brought the railways. Railways brought many benefits to Britain e.g. trade, canals revolutionised trade and transport. World War 2: Know: the chronological order of events that led to the start of WW2. That Germany become weak and unstable after WWI. That Germany became nationalist, led by Hitler. That allied powers declared war on Germany in 1939 because they started invading other countries. That Germany bombed cities during WW2. That children in cities were evacuated to rural areas for safety. That the Home Front describes the actions that British citizens took during WWII. The key terminology of censorship - propaganda and morale. That the Government used propaganda to maintain morale.					
Local History	Pupils should be taught about significant historical events, people and places in their own locality		Pupils should be taught about a local history study			
Knowledge & Understanding of Wider World History	Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods		Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world			

		Pupils should be taught about A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			
Topics taught from KS1-KS2 depending on cycle	Florence Nightingale: Victorian life was very different than today. Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale. Florence Nightingale set up: a hospital to help soldiers, a school of nursing after the war. Victorian nursing was very different than today and Victorian nurses were usually poorer women. Understand: Florence Nightingale went to Crimea to help care for the sick and wounded soldiers. Florence Nightingale improved the quality of nursing by providing training on hygiene, foods, beds and bedding. Know that she published a book on nursing which is still used today. Mary Seacole is a significant woman from the past who is also known for her work as a nurse in the Crimean war The Shang Dynasty of Ancient China: Know that ancient civilisations: evidenced early writing, often formed near rivers, built settlements, had powerful rulers. Know: that the Shang Dynasty was centred around the Yellow River. The location of the Shang Dynasty. That the Shang Dynasty was an ancient civilisation that occurred from 1600-1046BC. The sequence of important periods and events studied so far and fit them onto a timeline, using BC and AD. That there were different social classes of people - slaves, farmers, craftsmen and the ruling class. That the Shang dynasty had religious beliefs which included sacrifice and the afterlife. Ancient Greece: Know that: the geography of Ancient Greece had an impact on how the civilisation developed. The Olympics originated in Ancient Greece. The geography of Ancient Greece created city- states. The Persians built an empire and invaded Greece. The Athenians won the Battle of Marathon. Democracy is a system of rule where the citizens get to vote. Ancient Egypt: Know that: the Ancient Egyptian civilisation was between 3100BC and 30BC. Many ancient civilisations believed in an afterlife, which influenced how they buried the dead. Many ancient civilisations were built around rivers due to the benefits (water, food, transportation). Mayans: Know that: the Maya are a civilisation from Central America that existed between 1800BC – 900AD. They built temples and sculptures. They had a form of writing. They had their own calendar. They had their own number system. They worshipped many Gods. They were competitive and took over lands of neighbouring areas. They knew how to clear the forest and live in the jungle. They learned how to trade with others. They had lots of valuable raw materials. They learned how to grow crops and irrigate the soil using terraces.				
History Skills and Concepts	Pupils should be aware of the past, using common words and phrases relating to time Pupils should fit people and events into a chronological framework Pupils should identify similarities and differences between periods Pupils should use wide vocabulary of everyday historical terms Pupils should ask and answer questions	Pupils should choose and use from stories and other sources to show understanding Pupils should understand some ways we find out about the past Pupils should identify different ways in which past is represented	Pupils should continue to develop chronologically secure knowledge of history Pupils should establish clear narratives within and across periods studied	Pupils should note connections, contrasts and trends over time Pupils should develop the appropriate use of historical terms	Pupils should regularly address and sometimes devise historically valid questions Pupils should understand how knowledge of the past is constructed from a range of sources	Pupils should construct informed responses by selecting and organising relevant historical information Pupils should understand that different versions of the past may exist, giving some reasons for this
Chronological Knowledge	Pupils understand the difference between the past and present and describe simple features of themes, events and people from the past and present.	Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale. Use a range of words and phrases relating to the passing of time and recount changes in own life.	Pupils identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.	Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.	Pupils identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.	Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.

Disciplinary Knowledge	Historical Enquiry – Using Sources and Communicating Ideas	Historical Enquiry – Using Sources and Communicating Ideas	Historical Enquiry – Using Sources and Communicating Ideas	Historical Enquiry – Using Sources and Communicating Ideas	Historical Enquiry – Using Sources and Communicating Ideas	Historical Enquiry – Using Sources and Communicating Ideas
	Ask questions and produce answers to a few historical enquiries. Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries. <u>Cause and Consequence</u> Recognise why people did things, why events happened and what happened as a result <u>Change and continuity</u> Identify similarities and differences between ways of life at different times. <u>Similarities and Differences</u> Make simple observations about different types of people, events, beliefs within a society or time period <u>Historical Significance</u> Identify and talk about important aspects of a theme/ period. <u>Historical Interpretations</u> Identify that there are different ways that the past is represented, including written sources and visual sources.	Communicate ideas about the past in writing, drawing, drama and ICT <u>Cause and Consequence</u> Identifying basic causes & effects <u>Change and continuity</u> Identify similarities and differences between ways of life at different times. <u>Similarities and Differences</u> Identifying simple similarities/differences. <u>Historical Significance</u> Identify and talk about important aspects of a society/person. <u>Historical Interpretations</u> Identify that there are different ways that the past is represented – focus on artefacts.	Devise a range of valid questions for different enquiries, & construct substantiated, informed responses. Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music. <u>Cause and Consequence</u> Identify the importance of causes and consequences of historical events and changes. <u>Change and continuity</u> Make valid statements about the main changes occurring within and across periods. <u>Similarities and Differences</u> Make observations about similarities and differences between people and groups in the same historical period. <u>Historical Significance</u> Identify why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today. <u>Historical Interpretations</u> Understand that different versions of the past exist	Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT. <u>Cause and Consequence</u> Identify and comment on the importance of causes and consequences of historical events and changes. <u>Change and continuity</u> Make valid statements about the main changes occurring across periods. <u>Similarities and Differences</u> Make observations about similarities and differences between experiences and places in the same historical period. <u>Historical Significance</u> Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today. <u>Historical Interpretations</u> Understand that different versions of the past exist, and explore possible reasons for this.	Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music. <u>Cause and Consequence</u> Identify the significance of causes & consequences of historical events/changes. <u>Change and continuity</u> Make valid statements about the changes occurring within periods and compare the importance and nature of these changes. <u>Similarities and Differences</u> Describe and explain the similarities and differences between people and groups, in the same historical period. <u>Historical Significance</u> Identify why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today. <u>Historical Interpretations</u> Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had	Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT. <u>Cause and Consequence</u> Identify, give reasons for & explain the significance of causes & consequences of historical events/changes. <u>Change and continuity</u> Make valid statements about the changes occurring across periods, and compare the importance and nature of these changes. <u>Similarities and Differences</u> Describe and explain the similarities and differences between experiences and places in the same historical period. <u>Historical Significance</u> Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today. <u>Historical Interpretations</u> Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation

					points of view.	

Creative Arts				
Range 1 and 2	Range 3	Range 4	Range 5	Range 6
Creating with Materials: • Experiments with a range of media-tools, materials, sound and whole range body movement- through multisensory exploration. • Responds to stimuli such as vibrations, sound activated/ light up toys. • Shows an emerging awareness of music, rhymes, songs or beats e.g. resonance board. Being Imaginative: • Responds to and engages with the world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions (her own and others).	Creating with Materials: • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. • Notices and becomes interested in the transformative effect of their action on materials and resources. • Shows a preference for colours or textures as part of creative activities. Being Imaginative: • Expresses self through physical actions and sound. • Pretends that one object represents another, especially when objects have characteristics in common. • Creates sound effects and movements, e.g. creates the sound of a car, animals. • Experiences imaginative/ role play with appropriate support. • Imitates an action during imaginative/role play.	Creating with Materials: • Experiments with ways to enclose a space, create shapes and represent action, sounds and objects. • Shows an interest in construction materials, beginning to experiment with appropriate support. • Shows an active interest in a range of tools, taking part in familiar activities with some support. • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials. Being Imaginative: • Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations. • Begins to make-believe by pretending using sounds, movements, words, objects • Joins in imaginative/role play with an adult or peer and may continue play independently for a short time. • Displays emotions linked to make believe situations or characters. • Begins to give a narrative to play, e.g. pig puppet says hello or makes noise of car going or stopping using preferred mode of communication.	Creating with Materials • Continues to explore colour and how colours can be changed. • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • Uses tools for a purpose. Being Imaginative: • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play. • Plays alongside other children who are engaged in the same theme.	Creating with Materials: • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Being Imaginative: • Creates representations of both imaginary and real-life ideas, events, people and objects. • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

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Art Tier 1-6

Strand	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Procedural Knowledge	Visual Literacy: Pupils reflect upon the artists' work, and share your response verbally ("I liked..."). Know how to recognise and describe some simple characteristics of different kinds of art, craft and design. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.	Visual Literacy: Pupils reflect upon the artists' work, and share your response verbally. Understand artists take their inspiration from around them, collecting and transforming. Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Look at the work of artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.	Visual Literacy: Pupils know about and describe the work of some artists, craftspeople, architects and designers. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of..."). To understand that visual artists look to other artforms for inspiration. Discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	Visual Literacy: Pupils know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	Visual Literacy: Pupils Know about and explain the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Deconstruct and discuss an original artwork in reference to the formal elements, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.	Visual Literacy: Pupils know how to describe, interpret & explain the work, ideas and working practices of some significant artists, craftspeople, designers & architects taking account of the influence of the different historical, cultural, social contexts. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Deconstruct/discuss an original artwork in reference to the formal elements,, using the sketchbooks to make visual notes to nurture pupils' own creative response to the work.
	Generate Ideas: Pupils try out a range of materials/ processes. Show interest in the work of others. Use the names of some tools, techniques and formal elements. Understand that a sketchbook is for experimentation and exploration.	Generate Ideas: Pupils Deliberately choose to use particular techniques. Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve. Understand that the way each persons' sketchbook looks is unique to them.	Generate Ideas: Pupils Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Continue to build understanding that sketchbooks are places for personal experimentation.	Generate Ideas: Pupils investigate the nature and qualities of different materials and processes systematically. Continue to build understanding that sketchbooks are places for personal experimentation.	Generate Ideas: Pupils confidently investigate and exploit the potential of new and unfamiliar materials (e.g. try out several different ways of using tools and materials that are new to them). Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Generate Ideas: Pupils Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
	Create: Pupils work in a playful, exploratory way, responding to a simple brief. .	Create: Pupils create with a variety of materials to make an outcome which responds to a loose brief.	Create: Pupils select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief.	Create: Pupils select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Apply the technical skills they are learning to improve the quality of their work. (for	Create: Pupils select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Use their acquired technical expertise to make work which effectively reflects	Create: Pupils select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief. Use their acquired technical expertise to make work which effectively reflects

				instance, in painting they select and use different brushes for different purposes).	their ideas and intentions.	their ideas and intentions. Independently select and use relevant processes in order to create successful work.
	Present: Pupils present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Share their response about classmates work	Present: Pupils Know about the materials, techniques and processes they have used, using an appropriate vocabulary. Talk about intention. Share responses to own and classmates work, appreciating similarities and differences.	Present: Pupils know about, and be able to demonstrate, how tools they have chosen to work with should be used effectively and with safety. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.		Present: Pupils know how to describe the processes they are using and how they hope to achieve high quality outcomes. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Substantive Knowledge	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Drawing	Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint	Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour	Make informed choices in drawing inc paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook	Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture	Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work	Develop ideas using different or mixed media, using a sketchbook Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape
Painting	Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust	Mix a range of secondary colours, shades and tones Experiment with tools and techniques inc layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects	Make and match colours with increasing accuracy Use more specific colour language e.g. tint, tone, shade, hue Chose paints and implements appropriately	Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process	Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work	Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources inc those researched independently Show an awareness of how paintings are created (composition)

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Printing	Make marks in print with a variety of objects including natural and made objects Carry out different printing techniques e.g. mono print, block, relief and resist printing Make rubbings Build a repeating pattern and recognise pattern in the environment	Use a variety of techniques inc carbon printing, relief, press and fabric printing and rubbings Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques	Print using a variety of materials, objects, and techniques including layering Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing	Research, create and refine a print using a variety of techniques Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and cold water paste	Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing Chose the printing method appropriate to task Build up layers and colours/textures	Organise their work in terms of pattern, repetition, symmetry, or random printing styles Chose inks and overlay colours Describe varied techniques Be familiar with layering prints Be confident with printing on paper and fabric Alter and modify work Work relatively independently
Mixed Media	How to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc	Use a variety of techniques inc weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery Create textured collages from a variety of media Make a simple mosaic Stitch, knot and use other manipulative skills	Use a variety of techniques inc printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué Name the tools and materials they have used Develop skills in stitching, cutting and joining Experiment with a range of media eg overlapping, layering etc Match the tool to the material	Combine skills more readily Choose collage or textiles as a means of extending work already achieved Refine and alter ideas and explain choices using art vocabulary Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements Experiment with paste resist	Use a range of media to create collage Experiment with using batik safely Awareness of the potential of the uses of material Use different techniques, colours, and textures etc when designing and making pieces of work	Join fabrics in different ways, including stitching Use different grades and uses of threads and needles Extend their work within a specified techniques To be expressive and analytical to adapt, extend and justify their work
3D form	Manipulate clay in a variety of ways eg rolling, kneading, and shaping Explore sculpture with a range of malleable media, especially clay Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently	Experiment with, construct and join recycled, natural and man-made materials Explore shape and form Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models Build a textured relief tile	Join clay adequately and work reasonably independently Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively Make a simple papier-mache object Plan, design and make models	Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of materials	Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and man-made materials to create sculpture Plan a sculpture through drawing and other preparatory work	Develop skills in using clay inc slabs, coils, slips etc Make a mould and use plaster safely Create sculpture and constructions with increasing independence

Design - DT					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Shows awareness of familiar tools or materials through sensory exploration (e.g., responding to different textures, smells, and sounds). Displays reflexive responses when exposed to different materials (e.g., moving, blinking, or making sounds when touched by an object). Reacts to stimuli such as vibrations, light, or sounds associated with DT equipment (e.g., reacting to the noise of a drill or the sensation of wood). Engages with the environment by turning towards or away from objects presented in a sensory context. Expresses preferences for different materials or textures through physical or vocal responses.	Demonstrates intentional actions towards materials or tools (e.g., reaching for a piece of fabric or wood). Maintains focus on an activity or material for brief periods, showing early signs of cause and effect (e.g., tapping a surface to hear the sound it makes). Begins to make simple choices between two objects or materials presented during a task. Shows signs of anticipation when familiar DT processes or routines are introduced. Requires physical guidance but is beginning to cooperate with an adult in simple DT tasks (e.g., helping to hold an object).	Actively manipulates a variety of materials (e.g., squashing clay, rolling dough, or stacking blocks). Begins to explore and identify the properties of materials (e.g., soft/hard, rough/smooth) through tactile experiences. Requires support to safely handle simple tools (e.g., rolling pin, blunt scissors) but demonstrates growing curiosity. Follows simple instructions to complete basic DT tasks (e.g., placing objects in containers, handing over tools). Participates in collaborative DT projects with peers or adults, understanding simple turn-taking.	Uses familiar DT tools (e.g., glue stick, tape, paintbrush) with some guidance and supervision. Demonstrates understanding of simple processes (e.g., cutting, sticking, assembling) with minimal verbal prompting. Explores combinations of materials to achieve desired effects (e.g., layering paper, joining pieces of card). Begins to develop basic problem-solving skills (e.g., finding a way to make objects stick together or choosing the correct tool). Can make simple decisions about design elements, such as choosing a colour or shape for a project.	Safely uses a range of DT tools with occasional support (e.g., scissors, stapler, hole punch). Demonstrates some decision-making in DT tasks, selecting appropriate materials and tools for the desired outcome. from 2 options Begins to plan and sequence steps in simple DT activities with limited guidance (e.g., assembling a basic model in stages). Understands the purpose and function of some different tools and materials in various contexts. Shows pride in completed work and begins to evaluate outcomes with basic verbal reflection (e.g., "I made this!").	Can combine basic materials and tools to create a simple product (e.g., sticking different shapes together), with adult guidance and encouragement. Demonstrates an awareness of safety rules when using DT equipment (e.g., hand drill, hammer, saw) with reminders. With prompting, adapts methods or tools (e.g., trying a different way to stick two pieces together) to achieve the desired outcome. Can express simple thoughts about what was made, with guidance to identify areas for improvement (e.g., "Next time I will use more glue"). Takes part in group activities, offering simple help (e.g., holding materials) and making basic choices with support from peers or adults.

Design and Technology Tier 1-6

Tier 1	Tier 2	Tier 3
Pupils work within very familiar contexts, such as home, school, or story-based scenarios. With guidance, state the purpose of their designs, who the product is for, and describe in simple terms how it will work. Generate ideas by drawing on personal experiences and knowledge of familiar objects or products. Develop and communicate basic ideas by talking about them and creating simple, labelled drawings. Model ideas by exploring a small range of materials, components, and basic construction kits with guidance. With adult support, use basic technology, such as simple drawing apps or digital cameras, to develop and share ideas. Pupils select from a limited range of simple tools and equipment with support. Choose from a small set of materials and components according to their basic characteristics (e.g., softness, strength). Follow simple safety and hygiene procedures led by an adult. Use basic materials and components, like construction kits, textiles, or simple food ingredients, with guidance. Begin to measure, mark out, cut, and shape materials or components with support. Use simple methods, such as masking tape, glue, or staples, to join materials. With adult assistance, decorate projects with basic items like stickers or pre-cut shapes. Begin to explore ways to make structures more stable, with guidance. Pupils talk about their design ideas and what they are making. Make simple, supported judgements about their products and ideas against basic design criteria. Know some basic characteristics of materials and components, like which ones are soft or hard. Begin to understand simple mechanical movements (e.g., sliders and levers) through guided exploration.	Pupils work within a broader range of familiar contexts, including school, playgrounds, and the local community. Independently state what they are designing and making, identify who it is for, and explain how it will work and be suitable. Generate ideas by drawing on personal experiences and familiar products, showing more detail. Develop and communicate ideas by talking and drawing with increased detail, including labelling parts. Model ideas by exploring a wider range of materials, components, and construction kits. With support, use appropriate technology (e.g., a tablet or computer) to further develop and communicate their ideas. Pupils select from a wider range of tools and equipment with some independence. Select materials and components according to more specific characteristics (e.g., flexibility, durability). Follow safety and hygiene procedures with limited reminders. Use a variety of materials and components, such as construction kits, textiles, and mechanical parts, to create more complex projects. Measure, mark out, cut, and shape materials with more independence, including cutting fabric from a template. Assemble, join, and combine materials and components using a wider range of methods (e.g., glue, staples, stitching). With guidance, decorate projects by attaching items like buttons, beads, and ribbons. Explore ways to make structures stronger and more stable, using simple techniques. Pupils talk in more detail about their design ideas and what they are making. Make simple, independent judgements about their products and ideas against design criteria. Know the basic working characteristics of a range of materials and components. Understand and describe the movement of simple mechanical systems, such as levers, sliders, wheels, and axles.	Pupils work within familiar and extended contexts, such as school, home, and leisure environments. Describe the basic purpose of their products and some design features, explaining how key parts will work. Begin to gather simple information about the needs of individuals and groups, with support, and start to create basic design criteria. Generate realistic ideas with a focus on user needs, with guidance. Share and clarify ideas through structured discussion, using basic annotated sketches and labelled drawings to communicate. Begin to model their ideas by creating simple prototypes. With support, use information and communication technology (ICT) to develop and communicate ideas. Pupils select from a range of basic tools and equipment that are suitable for the task, with guidance. Choose materials and components based on basic suitability for the task, with support. Plan and follow basic steps for making, with guidance on sequencing. Follow standard safety and hygiene procedures, with reminders. Use a range of materials and components, such as construction kits, textiles, and simple wood materials, with support. Measure, mark out, cut, shape, and score materials with some accuracy, needing guidance for precision. Assemble, join, and combine materials using methods like glue, tape, running stitch, and basic sewing. Begin to strengthen frames with basic supports and stabilize structures with wider bases. Pupils discuss the strengths of their ideas and products, identifying simple areas for development. Refer to design criteria with guidance as they evaluate their products. Suggest improvements to their products and begin to consider the feedback of others in a basic way. Begin to apply basic science and maths concepts to inform design and making decisions, with support. Know how basic mechanical systems like levers, sliders, and wheels create movement. Understand that simple circuits and components can be used to create functional products.

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Tier 4	Tier 5	Tier 6

Works within familiar and extended contexts, such as school, home, and leisure environments, with growing independence.
Explains the purpose of their products and identifies key design features, describing how parts will function.
Gathers information about the needs of individuals and groups, developing basic design criteria to inform their ideas.
Generates realistic ideas that focus on user needs, drawing on research with minimal guidance.
Shares and develops ideas through structured discussions, using annotated sketches and labeled drawings to communicate their designs.
Models ideas using prototypes to test and refine designs.
Utilizes ICT to develop and present ideas more independently.
Selects appropriate tools and equipment for tasks, explaining their choices and using them with growing confidence.
Chooses suitable materials and components based on their properties, considering both functional and aesthetic qualities.
Creates step-by-step plans for making, sequencing actions logically with limited support.
Consistently follows safety and hygiene procedures with minimal reminders.
Uses a wider range of materials and components, including textiles, construction kits, and wood, demonstrating improved control and accuracy.
Measures, marks out, cuts, shapes, and scores materials with increasing precision, aiming for accurate results.
Assembles, joins, and combines materials using a variety of methods, such as sewing, glue guns, and mechanical fastenings.
Reinforces and stabilizes structures using appropriate techniques and materials.
Reviews the strengths and weaknesses of their ideas and products, using feedback to suggest improvements.
Evaluates their work against design criteria and considers user feedback to refine their designs.
Begins to apply scientific and mathematical principles, such as forces and measurements, to improve their designs and making processes.
Demonstrates understanding of mechanical systems like levers, sliders, and linkages, explaining their function in creating movement.
Explores how simple electrical circuits and components can enhance the functionality of their products.
	Pupils work confidently and independently within a broad range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.
	  Describe the purpose of their products and their design features, explaining in detail how particular parts of their products work.
	  Gather information about the needs and wants of particular individuals and groups, develop their own design criteria and use these to inform their ideas.
	  Pupils generate realistic ideas, focusing on the needs of the user and drawing on research.
	  Share and clarify ideas through discussion, and use annotated sketches, cross- sectional drawings and exploded diagrams to develop and communicate their ideas.
	  Model their ideas using prototypes.
	  Use computer-aided design to develop and communicate their ideas where appropriate.
	  Pupils select tools and equipment suitable for the task, explaining their choice in relation to the skills/techniques used.
	  Select materials and components suitable for the task, explaining their choice according to functional properties and aesthetic qualities. Produce appropriate lists of tools, equipment and materials that they need and formulate step-by-step plans.
	  Pupils follow procedures for safety and hygiene.
	  Use a wide range of materials and components, such as construction materials and kits, textiles, wood, food ingredients, mechanical and electric components.
	  Measure, mark out, cut, shape and score materials and components to the nearest 1mm.
	  Accurately assemble, join and combine materials and components, using a range of methods - e.g. masking tape, glue, staples, running stitch, over-sewing, blanket stitch, glue gun and modelling wire.
	  Decorate textiles appropriately (often before joining components).
	  Build frameworks to stiffen and reinforce complex structures; use a bradawl to mark hole positions, use a hand drill to cut holes, and cut strip wood, dowel, and square sections of wood accurately to 1mm.
	  Pupils confidently discuss the strengths and areas for development in their ideas and products, using diagrams and presentations.
	  Evaluate their ideas and products against their original design specification.
	  Consider the views of others, including intended users, to improve their work.
		Pupils work confidently and independently within a wide range of contexts, including culture, enterprise, industry, and the wider environment.
		  Describe in detail the purpose and design features of their products, explaining how each part functions and contributes to meeting user needs.
		  Gather comprehensive information about the needs and preferences of specific individuals and groups, and independently develop detailed design criteria to inform their ideas.
		  Generate realistic and refined ideas, focusing on user needs and using thorough research to make well-informed design decisions.
		  Share and clarify ideas through in-depth discussions and use detailed annotated sketches, cross-sectional drawings, and exploded diagrams to effectively communicate complex ideas.
		  Create and refine prototypes to test multiple aspects of their designs.
		  Use computer-aided design (CAD) confidently to develop and communicate ideas where appropriate.
		  Pupils independently select tools and equipment suitable for the task, explaining their choices with specific references to required skills, techniques, and design goals.
		  Choose materials and components suited to the functional properties and aesthetic qualities needed for the project, explaining choices in detail.
		  Create comprehensive lists of tools, equipment, and materials, and formulate detailed, step-by-step plans for the making process.
		  Consistently follow advanced safety and hygiene procedures independently.
		  Use a wide range of materials and components, including textiles, wood, food ingredients, and complex mechanical and electrical components.
		  Measure, mark out, cut, shape, and score materials to the nearest 1 mm with precision and accuracy.
		  Accurately assemble, join, and combine materials using a broad range of methods, including advanced techniques such as glue guns, modelling wire, and complex stitching patterns.
		  Decorate textiles with precision and appropriate techniques, often completing decoration before final assembly.
		  Independently build strong, reinforced frameworks, using diagonal struts and other techniques for stability.
		  Confidently use tools like bradawls for marking, hand drills

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| | Pupils begin to use science and maths to help design and make products.

  Know how a range of mechanical systems such as levers, sliders, wheels and axles, linkages and pneumatic systems create movement.

  Know how simple electrical circuits and components can be used to create functional products. | for cutting holes, and cut dowels and strip wood to 1 mm accuracy.

  Pupils confidently discuss the strengths and areas for development in their ideas and products, presenting these with diagrams and structured presentations.

  Evaluate ideas and products critically against a comprehensive design specification.

  Consistently consider and incorporate feedback from others, including intended users, to further refine and improve their work.

  Confidently apply relevant science and maths concepts to enhance the design and making processes.

  Understand in depth how various mechanical systems, such as levers, sliders, wheels, linkages, and pneumatic systems, create movement.

  Know how to use electrical circuits and components to create complex, functional products. |

Design - Cooking					
Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Shows awareness of familiar kitchen tools or food items through sensory exploration (e.g., responding to the smell of ingredients or the feel of different textures). Displays reflexive responses when exposed to different foods or kitchen sounds (e.g., blinking or moving in reaction to food being prepared or the sound of a blender). Reacts to changes in temperature, taste, or smells (e.g., reacting to warm or cold surfaces, sweet or savory smells). Engages with the environment by turning towards or away from sensory stimuli (e.g., turning head when hearing food being chopped). Expresses preferences for different tastes, textures, or smells through physical or vocal responses.	Demonstrates intentional actions towards food items or kitchen tools (e.g., reaching for a spoon or exploring the feel of an ingredient). Maintains focus on a food-related activity for brief periods (e.g., looking at or touching food items being prepared). Begins to make simple choices between two food items or tools presented during a cooking activity. Shows signs of anticipation when familiar cooking processes (e.g., mixing, stirring) are about to begin. Cooperates with adults during simple cooking tasks (e.g., holding a bowl or allowing a hand to be guided).	Actively engages in simple cooking activities with support, such as stirring, squashing, or rolling food items (e.g., stirring batter, rolling dough). Begins to identify the sensory properties of food (e.g., tasting, smelling, feeling different textures). Requires support to handle basic kitchen tools (e.g., plastic knives, mixing spoons), but shows growing interest in their use. Follows simple instructions with support to perform basic cooking tasks (e.g., pouring ingredients into a bowl, placing items on a tray). Participates in collaborative cooking activities with peers or adults, understanding basic turn-taking.	Uses familiar kitchen tools (e.g., spoon, spatula, measuring cup) with some guidance and supervision. Demonstrates an understanding of basic food preparation processes (e.g., mixing, pouring, spreading) with minimal prompting. Explores combining ingredients with some awareness of the cooking process (e.g., mixing different food items to make a salad or sandwich). Begins to develop basic problem-solving skills (e.g., deciding how much to pour or how to hold a utensil) with support. Makes simple choices about ingredients or tools to use (e.g., selecting a topping for a pizza or choosing a spoon or fork).	Safely uses a variety of kitchen tools (e.g., cutting with a plastic knife, using a whisk) with occasional support. Demonstrates some independence in basic cooking tasks, such as preparing a snack or assembling ingredients for a simple recipe. Begins to plan and sequence steps in cooking with limited guidance (e.g., following the steps to make a sandwich or smoothie). Understands the purpose and function of different kitchen tools and food ingredients in cooking. Shows pride in completing a cooking task and starts to evaluate the result (e.g., "I made this" or commenting on taste).	Demonstrates the ability to perform basic cooking activities (e.g., mixing, adding ingredients) with adult support and prompts as needed. Consistently follows key hygiene practices, such as washing hands before and after handling food, and contributes to cleaning surfaces with verbal or visual reminders. Participates in simple decision-making, such as modifying ingredients or trying alternative methods, with adult guidance and reassurance. Able to express preferences or identify simple changes for future tasks (e.g., "Next time I will add more cheese"), with prompting. Takes part in collaborative cooking tasks, following instructions and making basic choices about ingredients or methods, with adult support to maintain focus and engagement

Design and Technology – Cooking Tier 1-6

Tier 1	Tier 2	Tier 3

Pupils begin to understand that all food comes from plants or animals.
  Recognize simple examples of foods that come from farms, gardens, or are caught, with support.
  Pupils begin to identify and name foods from each of the five groups in The Eatwell Plate, with support.
  Know that fruits and vegetables are important and start to recognize the idea of "five-a-day."
  With adult support, learn how to prepare very simple dishes safely and hygienically, using basic techniques without any heat sources.
  Use simple food preparation techniques such as cutting soft foods or peeling, with close supervision.
  Start to explore and describe foods using basic vocabulary related to taste, smell, and texture.
  Measure and weigh food items using non-standard measures (e.g., spoons and cups) with adult help.
	Pupils understand that all food originates from plants or animals and recognize that food can be farmed, grown at home, or caught.
	  Identify examples of foods and where they come from, such as vegetables from a garden or fish from the sea.
		Pupils can independently name and sort foods into the five groups of The Eatwell Plate.
		  Understand that everyone should aim to eat at least five portions of fruits and vegetables each day.
		  With minimal support, prepare simple dishes safely and hygienically, without using heat sources.
		  Use basic techniques like cutting, peeling, and grating with some independence.
		  Develop a broader vocabulary to describe foods, including words related to taste, smell, texture, and feel.
		  Measure and weigh food items using non-standard measures (e.g., spoons, cups) with minimal guidance.

Tier 4	Tier 5	Tier 6

Pupils know that food is grown, reared, or caught not only in the UK but also in Europe and the wider world, and can give examples of foods and their origins (e.g., potatoes from Europe, tropical fruits from other regions).
  Understand that food production and sourcing varies by climate and region.
  Pupils understand that a healthy, balanced diet requires a variety of different foods and drinks, and they can describe this balance using The Eatwell Plate.
  Know that food and drink provide energy and are essential to being active and healthy.
  Begin to prepare and cook a variety of savoury dishes independently, following safety and hygiene practices, including appropriate use of heat sources.
  Use a wider range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and basic baking with confidence.
  Expand sensory vocabulary by describing a variety of foods based on smell, taste, texture, and feel.
  Accurately weigh and measure ingredients using scales and standard units, with minimal guidance.
	Pupils know that food is grown (e.g., tomatoes, wheat, potatoes), reared (e.g., pigs, chickens, cattle), and caught (e.g., fish) in the UK, Europe, and beyond.
	  Understand that seasons can affect the availability of different foods and can name examples of seasonal foods.
	  Begin to recognize how food is processed into ingredients that can be eaten or used in cooking (e.g., milling wheat into flour).
	  Pupils know that different foods and drinks contain various substances such as nutrients, water, and fibre that are essential for health.
	  Begin to compare different foodstuffs and their nutritional values with guidance.
	  Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including the appropriate use of heat sources (e.g., stovetops and ovens with supervision).
	  Use a wide range of food preparation techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking with some support.
	  Develop sensory vocabulary to describe foods, focusing on aspects such as smell, taste, texture, and feel.
	  Weigh and measure ingredients using scales with increasing accuracy, with guidance.
		Pupils have a thorough understanding that food is grown, reared, or caught in the UK, Europe, and the wider world, and can provide detailed examples of food sources.
		  Understand how seasonal changes influence the availability of food and can explain the implications for food choices.
		  Know how food is processed into various ingredients used in cooking and can describe this process.
		  Pupils understand that different foods and drinks contain essential nutrients, water, and fibre needed for health, and can make informed comparisons between various foodstuffs based on nutritional content.
		  Can read and interpret nutritional labels on food packets and make comparisons to evaluate food choices.
		  Prepare and cook a variety of predominantly savoury dishes independently and safely, applying hygienic practices and effectively using heat sources.
		  Confidently use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking with precision.
		  Demonstrate advanced sensory vocabulary to describe foods in detail, including smell, taste, texture, and feel, using this knowledge to inform food choices.
		  Accurately weigh and measure ingredients using scales and standard measures, demonstrating increasing precision and independence.

	Understand that recipes can be adapted to change the appearance, taste, texture, and aroma of dishes, with some support.	Adapt recipes creatively to change the appearance, taste, texture, and aroma of dishes, showcasing an understanding of ingredient functionality.

Music				
Range 1 and 2	Range 3	Range 4	Range 5	Range 6
Creating with Materials: • Experiments with a range of sound and whole range body movement- through multisensory exploration. • Responds to stimuli such as vibrations, sound activated/ light up toys. • Shows an emerging awareness of music, rhymes, songs or beats e.g. resonance board. Being Imaginative: • Responds to and engages with the world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions (her own and others).	Creating with Materials: • Moves while singing/ vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments. • Mirrors and improvises actions they have observed, e.g. clapping or waving. • Sings/vocalises whilst listening to music or playing with instruments/sound makers. • Purposefully moves parts of body to create effect such as using the sound bream or pressing piano keys. • Shows consistent response to certain songs, music or vibration. Being Imaginative: • Expresses self through physical actions and sound. • Creates sound effects and movements, e.g. creates the sound of a car, animals.	Creating with Materials: • Joins in singing favourite songs or participates by alternative means e.g. by pressing a VOCA or switch; by vocalising; or by using movements/gestures. • Responds to changes in sound e.g. moving more vigorously to faster sounds or showing preference for quiet/loud. • Creates sounds by banging, shaking, tapping or blowing, using sound beam or touch screen. • Shows an interest in the way musical instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. • Joins in with dancing or ring games with appropriate adult support. Being Imaginative: • Beginning to describe sounds and music imaginatively, e.g. "scary music". • Creates rhythmic sounds and movement.	Creating with Materials • Explores and learns how sounds and movements can be changed. • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns. • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Taps out simple repeated rhythms. • Develops an understanding of how to create and use sounds intentionally. Being Imaginative: • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Experiments and creates movement in response to music, stories and ideas. • Sings to self and makes up simple songs. • Creates sounds, movements, drawings to accompany stories.	Creating with Materials: • Begins to build a collection of songs and dances. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Being Imaginative: • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.

Music Tiers 1-6

Strands	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Singing and Playing Instruments	Sing a song with contrasting high and low melodies. Control vocal dynamics, duration and timbre. Sing a song together as a group. Combine voices and movement to perform a chant and a song. Use voices to create descriptive sounds. Identify and keep a steady beat using instruments. Explore and control dynamics, duration, and timbre with instruments. Play percussion instruments at different speeds (tempi). Play and control changes in tempo. Explore sounds on instruments and find different ways to vary their sound. Play fast, slow, loud, and quiet sounds on percussion instruments. Use instruments to create descriptive sounds.	Chant and sing in two parts while playing a steady beat. Sing with expression, paying attention to the pitch shape of the melody. Understand pitch through singing, movement, and note names. Prepare and improve a performance using movement, voice and percussion. Listen to and repeat rhythmic patterns on body percussion and instruments. Play pitch lines on tuned percussion. Accompany a song with vocal, body percussion and instrumenta ostinato. Use instruments expressively in response to visual stimuli.	Sing in two-part harmony. Copy and create a wide range of vocal sounds to incorporate into a song. Sing in two parts (two different melodies) with movements and percussion. Perform a round in three parts. Accompany a song with a melodic ostinato on tuned percussion. Perform a pentatonic song with tuned and untuned accompaniment. Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion. Perform rhythmic ostinati individually and in combination. Understand and use pitch notations. Read simple rhythm notation. Create and perform from a symbol score. Read graphic notation to play a melody on tuned instruments.	Perform a poem as an ensemble with rhythmic accuracy to a steady beat. Use beatbox techniques to imitate the sound of a drum kit. Learn to sing partner songs. Sing a call and response song in a minor key in two groups. Sing a song with three simple independent parts. Combine singing, playing and dancing in a performance. Combine four body percussion ostinati as a song accompaniment. Play a pentatonic song with leaps in pitch on tuned percussion Play and sing repeated patterns (ostinati) from staff notation. Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations	Prepare for a performance by considering narration, performance space, setting up and other logistics. Develop techniques of performing rap using texture and rhythm. Sing and play scales and chromatic melodies accurately. Sing and play percussion in a group piece with changes in tempo and dynamics. Sing a song in unison and three-part harmony. Sing with attention to accuracy in rhythm, pitch and dynamics. Read a melody in staff notation. Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities. Perform music together in synchronisation with a short movie. Develop ensemble playing, focusing on steady beat and placing notes accurately together. Control short, loud sounds on a variety of instruments	Demonstrate understanding of pitch through singing from simple staff notation. Demonstrate understanding of beat and syncopation through singing and body percussion. Convey lyrical meaning through expressive singing in a part-song with echoes. Learn to sing major and minor note patterns accurately. Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers. Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. Refine vocal performance with consideration of posture, breathing and enunciation. Perform complex song rhythms confidently. Change vocal tone to reflect mood and style. Demonstrate coordination and rhythm skills by participating in a complex circle game. Play a chordal accompaniment to a piece. Follow and interpret a complex graphic score for four instruments. Play tuned instrumental parts confidently from graphic scores with note names.
Improvising, Exploring and Composing	Improvise descriptive music. Respond to music through movement. Create a soundscape using instruments. Explore different sound sources and materials. Explore sounds on instruments and find	Explore timbre and texture to understand how sounds can be descriptive. Combine sounds to create a musical effect in response to visual stimuli. Explore voices to create descriptive musical	Improvise descriptive music. Improvise to an ostinato accompaniment. Explore simple accompaniments using beat and rhythm patterns. Select descriptive sounds to accompany a poem. Choose	Improvise in response to visual stimuli, with a focus on timbre. Explore household items as instruments and match rhythms with appropriate sound makers. Improvise melodies with a given set of	Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. Learn about jazz scat singing and devise scat sounds. Play and improvise using the whole tone scale. Create musical	Devise, combine and structure rhythms through dance. Improvise descriptive music on instruments and other sound makers. Revise, rehearse, and develop music for

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	different ways to vary their sound Invent and perform new rhythms to a steady beat. Create, play and combine simple word rhythms. Create a picture in sound	effects. Explore different ways to organise music Compose music to illustrate a story. Perform and create simple three- and four-beat rhythms using a simple score.	different timbres to make an accompaniment. Make choices about musical structure. Create and perform from a symbol score. Arrange an accompaniment with attention to balance and musical effect. Use a score and combine sounds to create different musical textures.	five notes (a pentatonic scale). Explore layers and layering using a graphic score. Understand syncopation and clap improvised off-beat rhythms. Compose an introduction for a song. Compose and notate pentatonic melodies on a graphic score. Compose a rap. Compose a fanfare. Compose and play sequences of word rhythms	effects using contrasting pitch. Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities. Learn about and explore techniques used in movie soundtracks. Develop a structure for a vocal piece and create graphic scores. Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores. Use the musical dimensions to create and perform music for a movie. Evaluate and refine compositions with reference to the inter-related dimensions of music. Create sounds for a movie, following a timesheet.	performance, with reference to the inter-related dimensions of music. Compose programme music from a visual stimulus.
Listening and Appraising	Recognise and respond to changes in tempo in music. Identify changes in pitch and respond to them with movement. Understand how music can tell a story. Understand musical structure by listening and responding through movement Identify a sequence of sounds (structure) in a piece of music. Listen in detail to a piece of orchestral music (e.g. identify instruments). Identify metre by recognising its pattern. Identify a repeated rhythm pattern.	Match descriptive sounds to images. Listen to and repeat back rhythmic patterns on instruments and body percussion. Identify ways of producing sounds (e.g. shake, strike, pluck). Identify rising and falling pitch. Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). Use simple musical vocabulary to describe music. Listen, describe and respond to contemporary orchestral music.	Listen to and learn about Hindustani classical music. Learn how sounds are produced and how instruments are classified. Listen to and learn about traditional Chinese music. Listen to and learn about a Romantic piece of music. Listen to and learn about a medieval antiphon. Listen to, learn about, play and dance to Tudor dance music. Identify the metre in a piece of music. Recognise rhythm patterns in staff notation. Recognise pitch shapes.	Understand how rhythmic articulation affects musical phrasing. Explore the descriptive music of two famous composers of the 20th and 21st century. Listen to and learn about 1940s dance band music. Listen to and play along with Bhangra music. Copy rhythms and a short melody. Match short rhythmic phrases with rhythm notation. Listen to and learn about Renaissance instruments. Identify different instrument groups from a recording. Describe the structure of a piece of orchestral music. Develop listening skills by analysing	Hear and understand the features of the whole tone scale. Listen to and learn about modern classical/ avant garde music (20th century). Learn about the music of an early Baroque opera. Demonstrate understanding of the effect of music in movies. Listen to a 19th century tone poem and describe its effects and use of the musical dimensions. Listen to and analyse 19th century impressionist music using musical vocabulary. Compare and contrast two pieces of 19th century Romantic music. Identify changes in tempo and their effects. Evaluate and refine	Follow and interpret a complex graphic score for four instruments. Experience and understand the effect of changing harmony. Listen to and understand modulation in a musical bridge. Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music. Discuss the music of a Russian Romantic composer with reference to a painting from the same period.

| | | | | and comparing music from different traditions. Identify key features of minimalist music. Compare and contrast the structure of two pieces of music. Identify the metre of a new song or piece. Listen to and analyse 20th century ballet music. | compositions with reference to the inter-related dimensions of music. Explore and analyse a song arrangement and its structure. Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time. | |

RE Tiers 1-6

Strands	Tier 1 and 2		Tier 3 and 4		Tier 5 and 6	
Attainment target 1: Learning about religions. Knowledge and Understanding of:						
Beliefs and Teachings (what people believe)	Recount outlines of some religious stories	Retell religious stories and identify some religious beliefs and teachings	Describe some religious beliefs of religions studied, and their importance	Describe some religious teachings of religions studied, and their importance	Explain how some beliefs and teachings are shared by different religions	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities
Practices and Lifestyles (what people do)	Recognise features of religious life and practice	Identify some religious practices, and know that some are characteristic of more than one religion	Describe how some features of religions studied are used or exemplified in festivals	Describe how some features of religions studied are used or exemplified in practices	Explain how selected features of religious life and practice make a difference to the lives of individuals	Explain how selected features of religious life and practice make a difference to the lives of communities
Expression and Language (how people express themselves)	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories	Identify the beliefs or ideas that underlie religious symbols, language and stories	Explain how some forms of religious expression are used differently by individuals	Explain how some forms of religious expression are used differently by communities
Attainment target 2: Learning from religions. Response, Evaluation and Application of Questions of:						
Identity and Experience (making sense of who we are)	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith	Compare aspects of their own experiences and those of others.	Compare aspects of their own experiences and those of others, identifying what influences their lives	Make informed responses to questions of identity in the light of their learning	Make informed responses to questions experience in the light of their learning
Meaning and Purpose (making sense of life)	Identify things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer	Consider their own ideas about questions that are difficult to answer	Consider the ideas and opinions of others about questions that are difficult to answer	Make informed responses to questions of meaning in the light of their learning	Make informed responses to questions of purpose in the light of their learning
Values and Commitments (making sense of right and wrong)	Identify what is of value and concern to themselves, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, and their own attitudes or behaviour	Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Make informed responses to people's values and commitments in the light of their learning	Make informed responses to people's values and commitments (including religious ones) in the light of their learning

Physical Development

Range 1	Range 2	Range 3
• Shows a reflex response e.g. blinks at a light, is startled by a sudden response. • Shows awareness of moving or not moving e.g. swinging in hammock or rolling on mat. • Gradually develops ability to hold up own head. • Moves parts of body to gain sensory feedback. • Develops purposeful action e.g. swiping at object. • Makes movements with arms and legs which gradually become more controlled- moves hands together/ legs together. • Follows and tracks a sound or moving object, moving head and eyes. • Demonstrates intentional movement/action. • Repeats action to create effect. • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising. • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. • Holds and explores large and small equipment with support. • Develops control of body movements to interact with environment/materials. • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back. • Initiates 'roll' from front to back. • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer. • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing). • Raises head when lying on tummy- over wedge or roll if appropriate. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards. • Shows preference for certain assisted movements/physical activities. • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations. • Sits independently for up to a minute. • Responds to feel of items e.g. smiles when touches item.	• Shows increased tolerance of specified touch, including sensitivity to being touched by other people as well as sensitivity to different textures and materials. • Attempts to copy movements. • Bears weight on hands and knees. • Belly crawling moves into crawling up on hands and knees. • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects. • Moves from lying to sitting with support. • Sits unsupported on the floor leaving hands free to manipulate objects with both hands. • Tolerates variety of supportive equipment. • Remains in agreed seating place or area for specified activity when sensory factors are taken into account. • Tracks and receives ball. • Bounces up and down when in supported standing position. • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. • Enjoys finger and toe rhymes and games. • Pulls to standing, from crawling, holding on to furniture or person for support. • Stands with high level of support from adult or equipment, i.e. weight bearing through feet. • Walks around furniture lifting one foot and stepping sideways (cruising). • Stands independently and maintains balance. • Moves independently in supportive equipment, with stepping action. • Steps with minimum support e.g. one hand/finger held. • Starts walking independently on firm surfaces and later on uneven surfaces. • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. • Pushes, pulls, lifts and carries objects, moving them around and placing with intent. • Develops holding skills- grasping and releasing. • Climbs inside, underneath, into corners and between objects. • Manipulates objects using hands singly and together, such as squeezing water out of a sponge.	• Develops security in walking upright using feet alternately and can also run short distances. • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. • Changes position from standing to squatting and sitting with little effort. • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. • Uses a combination of independent movements in play- grasp, release, throw, bang, drop, rolling ball - use 1 hand or use 2 hands. • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). • Tolerates hand over hand support from adult during play/learning activity eg. To complete a task, to request/ exchange a PECS symbol. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others. Attempts to copy actions e.g. pouring, stirring, kicking or tapping. • Can walk considerable distance with purpose, stopping, starting and changing direction. Walks around obstacles with hands held by adult. • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other. • When holding crayons, chalks etc, makes connections between their movement and the marks they make. Attempts to use tools to interact with materials. • Uses gesture and body language to convey needs and interests and to support emerging verbal language use or other preferred mode of communication.

• Is calmed by surroundings e.g. sensory room.

Range 4	Range 5	Range 6
• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Sits comfortably on a chair with both feet on the ground. • Runs safely on whole foot or in other safe ways. • Moves in response to music, or rhythms played on instruments such as drums or shakers. • Jumps up into the air with both feet leaving the floor and can jump forward a small distance. • Begins to walk, run and climb on different levels and surfaces. • Accepts adult help to manage safety e.g. being lifted down/ supported to come down from climbing, "feet down". • Begins to understand and choose different ways of moving. • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. • Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • May be beginning to show preference for dominant hand and/or leg/ foot. • Turns pages in a book, sometimes several at once. • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. • Holds mark-making tools with thumb and all fingers.	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.	• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Physical Development: Progression in Gymnastics Tier 1-6

Strands	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
QCA Units	Gymnastic Activities Unit 1	Gymnastic Activities Unit 2	Gymnastic Activities Unit 3	Gymnastic Activities Unit 4	Gymnastic Activities Unit 5	Gymnastic Activities Unit 6
Acquiring and developing skills	Pupils explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction.	Pupils remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.	Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.	Pupils develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently.	Pupils perform actions, shapes and balances consistently and fluently in specific activities.	Pupils combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas.
Selecting and applying skills, tactics and compositional ideas	Pupils copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.	Pupils choose, use and vary simple compositional ideas in the sequences they create and perform.	Pupils improve their ability to select appropriate actions and use simple compositional ideas.	Pupils create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction.	Pupils choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.	Pupils develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
Knowledge and understanding of fitness and health	Pupils know how to carry and place equipment recognise how their body feels when still and when exercising.	Pupils recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely.	Pupils recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength.	Pupils describe how the body reacts during different types of activity and how this affects the way they perform.	Pupils know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health.	Pupils understand why warming up and cooling down are important. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively.
Evaluating and improving performance	Pupils watch, copy and describe what they and others have done.	Pupils improve their work using information they have gained by watching, listening and investigating.	Pupils describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.	Pupils describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.	Pupils choose and use information and basic criteria to evaluate their own and others' work.	Pupils evaluate their own and others' work suggest ways of making improvements.
Computing	Use of digital cameras, video recorders to record and evaluate performance					

Physical Development: Progression in Games Tier 1-6

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
QCA Units	Games Activities Unit 3	Games Activities Unit 4	Games Activities Unit 10, 12, 13	Games Activities Unit 11, 12, 13	Games Activities Unit 23, 25, 26	Games Activities Unit 24, 25, 26
Acquiring and developing skills	Pupils are confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.	Pupils improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills.	Pupils consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games.	Pupils develop the range and consistency of their skills in all games.	Pupils develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills.	Pupils choose, combine and perform skills more fluently and effectively in invasion, striking and net games.
Selecting and applying skills, tactics and compositional ideas	Pupils choose and use skills effectively for particular games.	Pupils choose, use and vary simple tactics.	Pupils improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games.	Pupils devise and use rules keep, adapt and make rules for striking and fielding and net games. Use and adapt tactics in different situations.	Pupils know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.	Pupils understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games.
Knowledge and understanding of fitness and health	Pupils know that being active is good for them and fun.	Pupils recognise and describe what their bodies feel like during different types of activity,	Pupils know and describe the short term effects of different exercise activities on the body know how to improve stamina. Begin to understand the importance of warming up	Pupils recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies.	Pupils know and understand the basic principles of warming up, and understand why it is important for a good quality performance. Understand why exercise is good for their fitness, health and wellbeing.	Pupils understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.
Evaluating and improving performance	Pupils watch, copy and describe what others are doing describe what they are doing.	Pupils recognise good quality in performance use information to improve their work.	Pupils recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.	Pupils explain their ideas and plans recognise aspects of their work which need improving. Suggest practices to improve their play.	Pupils choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances	Pupils develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.
Computing	Use of digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics					

Physical Development: Progression in Dance Tiers 1-6

QCA Units	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
Acquiring and developing skills	Pupils explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction.	Pupils explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.	Pupils improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Pupils explore and create characters and narratives in response to a range of stimuli.	Pupils explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.	Pupils explore, improvise and combine movement ideas fluently and effectively.
Selecting and applying skills, tactics and compositional ideas	Pupils compose and link movement to make simple dances with clear beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.	Pupils compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Pupils create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.	Pupils use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative.	Pupils compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills.	Pupils create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances.
Knowledge and understanding of fitness and health	Pupils recognise how their body feels when still and exercising	Pupils recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down	Pupils keep up activity over a period of time and know they need to warm up and cool down for dance.	Pupils know and describe what you need to do to warm up and cool down for dance.	Pupils organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down.	Pupils understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing
Evaluating and improving performance	Pupils talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement.	Pupils watch and describe dance phrases and dances and use what they learn to improve their own work.	Pupils describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances	Pupils describe, interpret and evaluate their own and others dances, taking account of character and narrative.	Pupils describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Pupils understand how a dance is formed and performed. Evaluate, refine and develop their own

Physical Development: Progression in Athletics Tiers 1-6

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
QCA Units	Athletic Activities Unit 17		Athletic Activities Unit 18		Athletic Activities Unit 29	
Acquiring and developing skills	Pupils remember, repeat and link combinations of actions.		Pupils consolidate the quality, range and consistency of the techniques they use for particular activities.	Pupils improve the quality, range and consistency of the techniques they use for particular activities.	Pupils develop the consistency of their actions in a number of events.	Increase the number of techniques they use.
Selecting and applying skills, tactics and compositional ideas		Use their bodies and a variety of equipment with greater control and coordination.	Pupils develop their ability to choose simple tactics and strategies in different situations.	Pupils develop their ability to use simple tactics and strategies in different situations.	Pupils choose appropriate techniques for specific events.	
Knowledge and understanding of fitness and health	Pupils recognise and describe what their bodies feel like during different types of activity.		Describe how the body reacts to different types of activity.	Pupils know, measure and describe the short-term effects of exercise on the body.	Pupils understand the basic principles of warming up.	Understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance		Pupils watch, copy and describe what they and others have done.	Pupils describe and evaluate the effectiveness of performances.	Pupils recognise aspects of performances that need improving.	Pupils evaluate their own work and suggest ways to improve it.	Pupils evaluate others work and suggest ways to improve it.

Physical Development: Progression in Outdoor and Adventurous Activities Tiers 1-6

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6
QCA Units	Outdoor and adventurous activities Unit 19		Outdoor and adventurous activities Unit 20		Outdoor and adventurous activities Unit 30	
	Pupils recognise their own space. Pupils follow simple routes and trails, orientating themselves successfully Pupils recognise and describe how their body feels during exercise.	Explore finding different places. Solve simple challenges and problems successfully. Pupils observe what they and others have done and use their observations to improve their performance.	Pupils develop the range and consistency of their skills and work with others to solve challenges. Pupils recognise the effect of different activities on the body and to prepare for them physically. Pupils describe and evaluate their own performances, and identify areas that need improving.	Pupils choose and apply strategies and skills to meet the requirements of a task or challenge. Work safely. Pupils describe and evaluate other performances, and identify areas that need improving.	Pupils develop and refine orienteering and problem-solving skills when working in groups and on their own. Pupils decide what approach to use to meet the challenge set. Pupils understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.	Adapt their skills and understanding as they move from familiar to unfamiliar environments. Pupils see the importance of a group or team plan, and the value of pooling ideas. Improve their performance by changing or adapting their approaches as needed.

Physical Development: Progression in Swimming and Water Safety Tiers 1-7

Strands	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7
Water Safety (Healthy Participation)	Demonstrates an understanding of pool rules. Knows where to find the lifeguard (or relevant first aid trained practitioner). Enters the water safely and knows where the shallow end is Climbs onto a floating object with support (with instructor holding the float still or helping children to climb up). Holds onto poolside or pool rail with hands and no flotation. Exits the water safely using steps	Knows beach flags. Knows that they should never jump into unknown water. Knows dangers of cold temperatures and ice Climbs onto a floating object with no support. Climbs out of the poolside within depth (in water that they can stand in)	Demonstrates HELP position. Jumps into deep water safely. Understands importance of treading water. Climbs out of the pool when out of depth.	Knows how to recover from cold temperatures. Knows to huddle in a group for warmth.	Can explain how to be safe in different water environments.	Swims 10 metres in clothing. Is able to take breaks when swimming a longer distance (tread water, float on back).	Performs a series of floats and rescue positions (HELP and huddle) in clothing. Swims a length in clothing. Is able to remove shoes while swimming. Understands how to escape from a rip current. Understands the dangers and safety precautions needed when using floating objects in the water, including stand up paddleboards (SUPs) and inflatables.
Aquatic Principles (Rules/Strategies/Tactics)	Demonstrates an understanding of correct body position when swimming. Demonstrates an understanding of what helps them move forward in the water.	Understands importance of a streamlined position. Understands importance of finding buoyancy. Understands how breathing and strokes are linked.	Understands how fundamental movement skills (FMS) and gross motor skills (GMS) relate to swimming. Understands what sculling is and how it propels a person in the water.	Demonstrates understanding of what rhythmic breathing is and how it relates to efficient swimming.	Recognises dry land exercises that can benefit swimming ability and explain why these help.	Understands the importance of being able to swim long distances. Understands how to train for endurance	Is able to describe an effective warm-up routine for swimming. Understands why drilling legs and arms separately can help to improve overall stroke performance. Is able to evaluate stroke performance in others and provide constructive feedback.
Motor Competence	Stroke Development: Scoops water with hands. Kicks legs with pointed toes. Scoops arms back over their heads. Travels 10 metres with flotation. Combines scooping and kicking on the front. Walks 10 metres in the water in different ways: forwards, backwards and using sidesteps. Breathing: Blows bubbles at the water	Stroke Development: Can travel 10 metres on the front with kicking legs and flotation. Can travel 10 metres on the back with kicking legs and flotation. Uses kicking and sculling hands while on the back and with flotation. Treads water with flotation. Shows frog kicks with flotation. Uses kicking and straight backstroke arms	Stroke Development: Can travel 10 metres on the front with no flotation. Can travel 10 metres on the back with no flotation. Demonstrates front crawl arms - this could be from a standing position in the water. Treads water for 30 seconds with no flotation. Breathing: Takes deep breaths when	Stroke Development: Demonstrates breaststroke legs. Demonstrates breaststroke arms. Demonstrates kicking from the hip with pointed toes and no flotation. Breathing: Swims with held breath and face in the water. Flotation: Performs tuck float. Performs pencil float.	Stroke Development: Completes front crawl with rhythmic breathing for 10 metres. Completes breaststroke with rhythmic breathing for 10 metres. Completes backstroke for 10 metres. Breathing: Swims 10 metres underwater. Flotation: Performs a series of floats without touching the pool floor.	Stroke Development: Completes 25 metres in any stroke. Treads water for 60 seconds. Sculls feet first. Sculls head first. Breathing: Confident swimmer underwater. Flotation: Performs floats out of depth. Rotation: Performs an underwater push and glide on the	Stroke Development: Completes 25 metres of front crawl while demonstrating correct breathing technique. Completes 25 metres of breaststroke while demonstrating correct breathing technique. Completes 25 metres of backstroke. Completes an endurance swim of a minimum of 50 metres in a stroke of their choice. Sculls in a

	surface. Holds mouth closed and dips face in the water Flotation: Floats on their back with supporting flotation. Floats on their front with supporting flotation. Rotation: Can push from the wall on the back with flotation, and then return to the wall on the front. Can push from the wall on the front with flotation, and then return to the wall on the back. Spins upright with flotation and can do this in two directions.	while on the back and with flotation. Uses kicking and long, straight scooping arms while on the front and with flotation. Breathing: Blows bubbles with face in the water. Holds breath with face in the water. Picks up a sunken object that is within reach. Begins using rhythmic breathing with movement: exhales into the water (with bubbles) and inhales with face out of the water. Flotation: Performs star float with supporting flotation. Performs tuck float with supporting flotation. Performs pencil float with supporting flotation. Rotation: Performs push and glide on the front with flotation. Performs push and glide on the back with flotation. Performs log roll from front to back with flotation.	submerging. Demonstrates combining rhythmic breathing with swimming on the front. Flotation: Performs star float. Rotation: Performs push and glide on the front. Performs push and glide on the back.	Rotation: Log roll from back to front with flotation.	Rotation: Performs a log roll from front to back with no flotation. Performs a log roll from back to front with no flotation.	front. Performs a forward roll in the water.	rotating movement in opposing directions. Completes 10 metres of dolphin kicks. Understands the movements involved in the butterfly stroke and is able to describe them. Breathing: Demonstrates efficient rhythmic breathing in either front crawl or breaststroke for a minimum of 25 metres. Is able to retrieve several sunken objects in one breath. Flotation: Is able to float with others in a group by performing a linking movement. Rotation: Performs an underwater push and glide on the back. Is able to perform several log rolls in succession.
Water Confidence (Complimentary Skills)	Attempts a sitting dive into water. Splashes face and head.	Performs sitting dive into the water with full submersion. Swims 10 metres on front or back with flotation. Travels around the water to collect floating objects with flotation.	Performs a pencil dive. Swims 25 metres of any stroke with flotation or breaks (e.g. gripping the pool rail	Collects sunken objects that require full submersion. Jumps into deeper water.	Performs a surface dive.	Surface dives to collect sunken objects with confidence	Performs a standing dive from the poolside.

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			Personal Social and Emotional Development and Health and Self-Care			
6	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Making Relationships	• Enjoys the company of others and seeks contact with others from birth • Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. • Shows awareness of the presence of others, e.g. demonstrates a reaction to a child or adult that is near them. • Moves body, arms and legs and changes facial expression in response to others e.g. sticking out tongue, opening mouth and widening eyes. • Objects to an adult terminating an interaction, e.g. crying when the interaction stops. • Responds to what carer is paying attention to e.g. Following their gaze. • Distinguishes between people, recognising the look, sound and smell of their close carer. • Tolerates the company of others, e.g. is able to sit alongside others without becoming upset. • They will usually calm, smile or reduce crying when they hear their carer's/ parent's voice, or smell their clothing, for example. • Develops shared attention to activity e.g. demonstrates their focus is directed in the same way	• Accepts adult 'sharing' an activity e.g. playing with a motivating toy, handling an item. • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs. • Shares interest and attention by looking to where the adult is looking pointing and using their gaze to direct the adult's attention to something. • Responds to a greeting from a familiar person e.g. by gesture, touch, vocalisation, eye contact. • Engages another person to help achieve a goal, e.g. to get an object out of reach. • Shows an interest in adult's play e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. • Shows interest in what peers are doing e.g. demonstrates focus or response through gesture, touch, vocalisation, eye contact. • Cooperates with caregiving experiences, such as dressing. • Builds relationship with special people. • Indicates they want play routine to continue e.g. by gesture, touch, vocalisation, eye contact. • Displays attachment behaviours such as wanting	• Initiates greeting a familiar person, through preferred method of communication. • Uses shared resources alongside peers e.g. using same central paint pot. • Shows an adult what they want e.g. points, gestures, uses a visual aid. • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations. • Accesses everyday activities / situations with full support from familiar adult. • Shows awareness through vocal or physical reaction that their actions can cause a response from others. • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy. • Enjoys playing alone and alongside others and is also interested in being together and playing with other children. • Takes turns with shared resources e.g. waits and anticipates turn. • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.	• Actively participates in a structured small group activity e.g. by passing an item. • Builds relationships with special people but may show anxiety in the presence of strangers. • Is becoming more able to separate from their close carers and explore new situations, with support and encouragement from another familiar adult. • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it. • Independently offers turn to another child in a structured turn-taking activity when supported by a visual or verbal prompt. • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.	• Seeks out companionship with adults and other children, sharing experiences and play ideas. • Uses their experiences of adult behaviours to guide their social relationships and interactions. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who want it. • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.	• Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. • Is proactive in seeking adult support and able to articulate their wants and needs. • Some children may have had to make many different relationships in their life. This may have impacted on their

	and at the same time as the other person. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they have not seen for a while.	to stay near to the close care givers, checking where they are and protesting when separated. • Is wary of unfamiliar people. • Explores confidently when they feel secure in the presences of a familiar adult and is more likely to engage in new or challenging situations. • Closely watches others' body language to begin to understand their intentions and meaning. • Accepts and responds positively to calming / comforting strategies of others e.g. singing or physical reassurance. • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has.	• Asserts their own ideas and preferences and takes notice of other people's responses. • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration.	• Engages in extended interactive exchange or 'game' e.g. 'chase' game. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest through preferred mode of communication, e.g. eye gaze, taking by the hand to show something.		understanding of what makes a consistent and stable relationship.
Sense of Self	• Indicates some response to external stimuli, e.g. smiles, reacts, holds breath in response to a learning experience. • Learns about their physical self through exploratory play with their hands and feet and movement. • Actively communicates a dislike of a stimuli, e.g. pulling their hand back from a sensory experience. • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: Laughing and gurgling during physical interactions.	• Anticipates an adult's touch following a verbal prompt, e.g. as part of rhyme game or massage. • Uses eye pointing with 'eye gaze' to make requests and to share an interest; seeking attention by whatever means. • Uses various means of interaction to sustain attention of another e.g. by gesture, touch, vocalisation, eye contact. • Shows motivation in a range of activities demonstrates focus or response through gesture, touch, vocalisation, eye contact.	• Shows a preference for using toys/resources in a particular way or eating items in a certain order. • Imitates an adult's pretend play e.g. puppets, sensory stories, tea sets. • Shows awareness of themselves e.g. by noticing themselves in a mirror, by choosing a photo of themselves from a selection. • Demonstrates sense of self as an individual, wanting to do things independently e.g. says "No" to adult through voice, gesture, eye contact or facial expression. • Is aware of and interested in their own and others' physical characteristics, pointing to and naming	• Expresses own preferences and interests through preferred mode of communication. • Knows their own name, their preferences and interests and are becoming aware of their unique abilities. • Is developing an understanding of and interest in differences of gender, ethnicity and ability. • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. • Experiments with their own and other people's views of who they are	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers. • Is sensitive to others' messages of appreciation or criticism. • Enjoys a sense of belonging through being involved in daily tasks – shows pride through voice, gesture, eye contact or facial expression. • Is aware of being evaluated by others and begin to develop ideas about themselves as	• Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. • Shows confidence in speaking/communicating to others about their own needs, wants, interests and opinions in familiar group using their preferred mode of communication. • Can describe their competencies, what they

	• Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours. • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events. • Uses own strategies to self-regulate e.g. behaviours such as humming, spinning, rocking. • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company	• Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games. • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them. • Shows separation anxiety as they become more aware of themselves as separate individuals. • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they don't want by pushing them away, for example. • Understands that their own voice and actions causes an effect on others, i.e. clapping hands starts a game. • Shows growing self-confidence through playing freely and with involvement.	features such as noses, hair and eyes. • Experiments with what their bodies can do through setting themselves physical challenges, i.e. pulling a large truck upstairs. • Shows some recognition of frequently used personal belongings. • Begins to use me, you, and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. • Selects preferred sensory items from a range presented e.g. to use as a fidget toy or stress release object. • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying 'no', 'me do it' or 'mine'.	through their play and through trying out different behaviours and by the way they talk about themselves. • Is gradually learning that actions have consequences but not always the consequences they hope for.	good, difficult, clever, silly etc. according to the messages they hear from others. • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help using their preferred mode of communication.	can do well and are getting better at; describing themselves in positive but realistic terms using their preferred mode of communication. • Has a clear idea about what they want to do in their play and how they want to go about it. • Shows confidence in choosing resources and perseverance in carrying out a chosen activity.
Understanding Emotions	• Communicates a range of emotions (i.e. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies e.g. shifting attention, reaching out. • Expresses feelings strongly through crying in order to make sure that their needs will be met. • May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive. • Seeks physical and emotional comfort by	• Tolerates care giving experiences, e.g. washing face, cleaning teeth, changing nappy, wiping nose. • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs. • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop. • Uses familiar adult to share feelings such as excitement and for 'emotional refuelling' when feeling tired or anxious.	• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words. • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking. • Reacts in response to emotions expressed by others e.g. gives space or tries to give comfort in their own way. • Is aware of others' feelings and is beginning to show empathy by offering a	• Can express their own feelings such as sad, happy, cross, scared, and worried using preferred mode of communication. • With preparation, accepts when it's time to finish e.g. uses timers. • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling. • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated.	• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. • Intentionally communicates their emotions to others e.g. shows an adult that they are excited by making eye contact whilst flapping hands, smiling. • May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares.	• Understands their own and other people's feelings, offering empathy and comfort. • Talks about their own and others' feelings and behaviour and its consequences. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. • Seeks support, emotional 'refuelling' and

snuggling in to trusted adults. • Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking. • Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.	• Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer. • Calms, alerts or regulates behaviour in response to environmental adaptation being made, to an item being given or to contact from adult e.g. when a light is switched off; a sensory toy is provided or an adult speaks. • Complies with adult-directed sharing/turn taking activities e.g. remains focused on activity whilst waiting for their turn. • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine. • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.	comfort object to another child or sharing in another child's excitement. • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries.	• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset (or a change in environment). • Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment e.g. has own supply of fabric to stroke instead of approaching others and touching clothes; has a chew as alternative to biting self. • Responds to the feelings of others, showing concern and offering comfort. • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do, in favourable conditions. • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.	• Uses agreed strategies to manage sensory overload in certain situations e.g. redirecting themselves to a sensory toy or area. • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. • Is more able to recognize the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.	practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness. • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

Health and Self-Care						
	• Responds to and thrives on warm, sensitive physical contact and care. • Makes needs known through crying and body movements. • Responds to being rocked as a means of soothing. • Sleeps for 14- 16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake. • Responds to any turns to sounds, especially voices. • Expresses discomfort, hunger or thirst. • Alert for periods of increasing length, interspersed with naps. • Anticipates food routines with interest. • Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk. • Anticipates food or feeding routines with interest. • Accepts 'tasters' of foods eg. From finger/spoon/ dummy/bottle top. • Communicates discomfort or distress with wet or soiled nappy. • Tolerates nappy changing without protest. • First teeth usually appear – first two lower incisors and then two upper incisors. • Chews on baby toothbrush. • Opens mouth for spoon or tolerates alternative feeding regime e.g. gastrostomy.	• Sleeps for 11-15 hours a day with at least 2 naps. • Self-soothes and is able to drop off to sleep when conditions are right for them. • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear). • Communicates sensitivity to a feature of the environment e.g. shields eyes from light source; puts hands on ears in response to a specific noise. • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium. • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support. • Actively cooperates with alternative feeding regime. • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults. • Interested in making and exploring sounds with objects. • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth. • Can actively cooperate with nappy changing, dressing / undressing. • Demonstrates awareness of urination or bowel	• Sleeps for 12-14 hours a day with one/two naps. Daytime sleeping continues to be important for healthy development. • Highly active in short bursts, with frequent and sudden need for rest or withdrawal. • Responds to adult's warning of danger through physical action, expression, words, symbols or signs. • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need. • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth. • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. • Develops own likes and dislikes in food and drink, as demonstrated in own way, willing to try new food textures and tastes. • Tastes small amount of new or different food. • Shows interest in indoor and outdoor clothing and shoes/ wellingtons. • Clearly communicates wet or soiled nappy or pants, using words, symbols or signs, showing increasing awareness of bladder and bowel urges. • Helps with dressing/ undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning.	• Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous intensity physical activity, spread throughout the day. • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times. • Feeds self competently. • Can hold a cup with two hands and drink well without spilling. • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. • Follows visual hygiene routine with prompts. • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet through preferred method of communication. • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots. • Begins to recognise danger and seeks the support and comfort of	• Can tell adults when hungry or tired or when they want to rest or play through preferred mode of communication. • Observes and can describe in words or actions, or other preferred mode of communication, the effects of activity on their bodies • Can name and identify different parts of the body using preferred mode of communication. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. • Can wash and dry hands effectively and understands why this is important. • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath. • Can mirror the playful actions or movements of another adult or child. • Working towards a consistent daily pattern in relation to eating, toileting and sleeping routines and understands why this is important. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-	• Eats a healthy range of foodstuffs and understands need for variety in food. • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposure to hot and cold temperatures. • Describes physical change to the body that can occur when feeling unwell, anxious, tired, angry or sad. • Can initiate and describe playful actions or movements for other children to mirror or follow. • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety

	• Accepts help when unwell or in pain	movement, e.g. writhing, fidgeting, not wanting to sit). • Tolerates sitting on toilet chair, potty or toilet. • Starts to communication regarding urination and bowel movement.	• Tolerates adult assistance to wash hands, clean themselves, brush teeth, brush hair tolerates adult assistance to get dressed / undressed. • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling.	significant adults. • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.	fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	measures without direct supervision, considering both benefits and risk of a physical experience.

PSHE/RSE – More Detail in the PSHE Association Document

Section	Key stage 1 and 2 Topic areas	S
Self-Awareness	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	
Self-Care, Support and Safety	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	

Healthy Lifestyles	1. Healthy Eating 2. Taking care of physical health 3. Keeping well
The World I Live In	1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 6. Money

Managing Feelings	1. *Identifying and expressing feelings* 2. *Managing strong feelings*
Changing and Growing	1. *Baby to adult* 2. *Changes at puberty* 3. *Dealing with touch* 4. *Different types of relationships*

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts