

YIS Learning Progression - March 22

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Play Together
Learn Together
Grow Together

Progression of Maths

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Skills/knowledge

We are learning to:

EYFS

Number:

- Have a deep understanding of number to 10.
- Subitise up to 5.
- Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We are learning to:

Year One

Autumn

Number: Place value (within 10)

- Sort, count and represent numbers
- Count, read and write forwards and backwards numbers 0-10
- Count one more
- Count one less
- Count one-to-one correspondence to start to compare groups
- Introduce <, > and = symbols
- Compare numbers
- Order groups of objects

Spring

Number: Addition and Subtraction (within 20)

- Add by counting on
- Find and make number bonds
- Add by making 10
- Subtraction (Not crossing and crossing 10)
- Related facts
- Compare number sentences

Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)

- Numbers to 50

Summer

Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)

- Count in 10s
- Make equal groups
- Add equal groups
- Arrays
- Make doubles
- Make equal groups (grouping and sharing)

Number: Fractions

- Find a half

	• Order numbers • Ordinal numbers • Numberlines Number: Addition and Subtraction (within 10) • Part, whole model • Addition symbol • Fact families, addition facts • Number bonds for numbers within and to 10 • Addition: adding together and adding more • Finding a part • Subtraction taking away • Subtraction finding a part • Fact families • Subtraction counting back • Subtraction finding the difference • Comparing addition and subtraction statements Geometry: Shape • Recognise and name 3D shapes • Sort 3D shapes • Recognise and name 2D shapes • Sort 2D shapes • Patterns with 3D and 2D shapes Number: Place Value (within 20) • Count forwards and backwards and write numbers to 20 in numerals and words • Numbers from 11-20 • Tens and ones • count one more and one less • Compare groups of objects • Compare numbers • Order groups of objects • Order numbers	• Tens and ones • Represent numbers to 50 • One more one less • Compare objects within 50 • Compare numbers within 50 • Order numbers within 50 • Count in 2s • Count in 5s Measurement: Length and Height • Compare lengths and heights • Measure length Measurement: Weight and Volume • Introduce weight and mass • Measure mass • Compare mass • Introduce capacity and volume • Measure capacity • Compare capacity	• Find a quarter Geometry: Position and Direction • Describe turns • Describe position Number: Place Value (within 100) • Counting to 100 • Partitioning numbers • Comparing numbers • Ordering numbers • One more, one less Measurement: Money • Recognising coins • Recognising notes • Counting in coins Measurement: Time • Before and after • Dates • Time to the hour • Time to the half hour • Writing time • Comparing time
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Year 1 End of year	• Number: • Count to and across 100, forwards and backwards from any given number • Read and write numbers to 20 in numerals and words • Read and write numbers to 100 in numerals • Say 1 more/1 less to 100 • Count in multiples of 2, 5 and 10 • Use bonds and subtraction facts to 20 • Add and subtract 1-digit and 2-digit numbers to 20. • Solve one step multiplication and division		
Skills/knowledge	We are learning to:		
Year Two			
	Autumn	Spring	Summer
	Number: Place Value • Count objects to 100 and read and write numbers in numerals and words • Represent numbers to 100 • Tens and ones with a part-whole model • Tens and ones using addition • Use a place value chart • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s Number: Addition and Subtraction • Fact families - addition and subtraction bonds to 20 • Check calculations • Compare number sentences • Related facts • Bonds to 100 (tens) • Add and subtract 1s • 10 more 10 less • Add and subtract 10s • Add a 2-digit and 1-digit number, crossing 10	Number: Multiplication and Division • Make equal groups (sharing) • Make equal groups (grouping) • Divide by 2 • Odd and even numbers • Divide by 5 • Divide by 10 Statistics • Make tally charts • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2,5 and 10) • Interpret pictograms (2,5 and 10) • Block diagrams Geometry: Properties of shape • Recognise 2D and 3D shapes • Count sides on 2D shapes • Count vertices on 2D shapes • Draw 2D shapes • Lines of symmetry • Sort 2D shapes • Make patterns with 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes	Geometry: Position and Direction • Describing movement • Describing turns • Describing movement and turns • Making patterns with shapes Problem solving and efficient methods Measurement: Time • O'clock and half past • Quarter past and quarter to • Telling time to 5 minutes • Hours and days • Find durations of time • Compare durations of time Measurement: Mass, Capacity and Temperature • Compare mass • Measure mass in grams • Measure mass in kgs • Compare volume • Millilitres • Litres • Temperature

	- Subtract a 1-digit number from a 2-digit number, crossing 10 - Add two 2-digit numbers (not crossing 10) add ones and add tens - Add two 2-digit numbers (crossing 10) add ones and add tens - Subtract a 2-digit number from a 2-digit number (not crossing 10) - Subtract a 2-digit number from a 2-digit number (crossing 10) subtract ones and tens - Bonds to 100 (tens and ones) - Add three 1-digit numbers Measurement: Money - Count money (pence, pounds, notes and coins) - Select money - Make the same amount - Compare money - Find the total - Find the difference - Find change - Two-step problems Number: Multiplication and Division - Recognise equal groups - Make equal groups - Add equal groups - Multiplication sentences using the X symbol - Multiplication sentences from pictures - Use arrays 2 times table 5 times table 10 times table	- Count vertices on 3D shapes - Sort 3D shapes - Make patterns with 3D shapes Number: Fractions - Make equal parts - Recognise a half - Find a half - Recognise a quarter - Find a quarter - Recognise a third - Find a third - Unit fractions - Non-unit fractions - Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ - Find three quarters - Count in fractions Measurement: Length and Height - Measure length (cm and m) - Compare lengths - Order lengths - Four operations with length	Investigations
Year 2 End of year	Number: Compare and order numbers up to 100 and use $<$ $>$ $=$		

	• Read and write all numbers to 100 in numerals and words • Say 10 more/10 less than any number to 100 • Recall and use addition and subtraction facts to 20 • Derive and use related facts to 100 • Recognise place value of any 2-digit number • Add and subtract: • 2-digit numbers and ones • 2-digit numbers and tens • Two 2-digit numbers • Three 1-digit numbers • Count in steps of 2, 3, 5 and 10 from any number, forwards and backwards • Recall and use multiplication and division facts for 2, 5 and 10 times table • Calculate and write multiplication and division calculations using multiplication tables
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Progression of English

Skills/knowledge

We are learning to:

EYFS

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term using Little Wandle revised letters and sounds. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics taught	Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l Tricky words: is I the	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words: was you they my by all are sure pure	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end Tricky words: Review all taught so far	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in sufxes: -ing, -ed /t/, - ed /id/ /ed/, -est Tricky words said so have like some come love do were here little says there when what one out today	Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in sufxes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ - er, -est • longer words Tricky words Review all taught so far
Reading	Reading: Word Reading • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Say a sound for each letter in the alphabet and at least 10 digraphs. Reading: Comprehension (Communication & Language) • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

	Literacy ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Writing	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense • Form lower-case and capital letters correctly. Physical Development: Fine Motor Skills • Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Physical Development ELG: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
Handwriting	The emphasis at this stage is with movement. Children are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through dough disco, dance write, bead threading, play dough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying. Taught progression: Long ladder letters- l, i, t, u, j, y, ll and L, I, T, U, J, Y One armed robot - r, b, n, h, m, k, p and R, B, N, H, M, K, P Curly Caterpillar - c, a, d, o, s, g, q, e, f, ff, ss and C, A, D, O, S, G, Q, E, F Zig zag monster- z v, w, x, zz and Z, V, W, X Exploring ch, sh and th

We are learning to:						
Year One						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics taught	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky words: Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky words: any many again who whole where two school call different thought through friend work	Phase 5 graphemes /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky words: once laugh because eye	Phonics screening check review - no new GPCs or tricky words	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky words: busy beautiful pretty hour move improve parents shoe
	Autumn		Spring		Summer	
Applying Phonics and SPAG	- know when to use phonic knowledge to decode words - read common words using phonic knowledge, where possible - read words of more than one syllable that contain taught GPCs - read phonically decodable texts		- know which parts of words can be decoded using phonics - blend sounds in unfamiliar words based on known GPCs - read words with familiar endings -s, ing, -ed, - read words which have the prefix -un added - read phonically decodable texts with confidence - divide words into syllables		- hear and recognise all 40+ phonemes - match all 40+ graphemes to their phonemes - identify all 40+ graphemes in my reading - know that words can have omitted letters and that an apostrophe represents the omitted letters - find contractions in my reading - read words with contractions - read compound words	

Reading for pleasure	• know that there are different kinds of books • know the difference between a story book and an information book • find the title, author and the illustrator of a book • know some familiar stories • recognise familiar story language	• say what I like or dislike about a book • say if a story reminds me of another story or something I have experienced • listen to others' ideas about a book • find familiar story language in stories read aloud to me or ones I have read independently • retell key stories orally using narrative language • recognise rhyming language	• say whether I agree or disagree with others' ideas • say why I agree or disagree with others' ideas • recognise repeated or patterned language • recognise patterned language in the poems and rhymes I know • know some poems and rhymes by heart
Reading accurately, fluently and with understanding	• use picture clues to support my understanding • use picture clues to deepen my understanding • identify the characters in a story • recognise a character's feelings • can say why a character has a feeling	• use prior knowledge to understand texts • identify unfamiliar words and ask about meaning • use context to make informed guesses about the meaning of unfamiliar words • make predictions based on the events in the story • give an opinion about a character • know that stories can have similar characters	• discuss the meaning of unfamiliar words with others • know that stories can have similar patterns of events • make links to other stories • make links with characters in other stories • can answer retrieval questions about a book • use information from the story to support my opinion • understand that a writer can leave gaps for the reader to fill • answer questions which fill in the gaps in a story (inference)
Writing			
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • form the digits 0-9 • Letter formation practice of long ladder letters, one armed robot letters, curly caterpillar letters and zig zag monster letters • Practice Vowels • Practice capitals • Explore join for ch, sh, th,		
Composition	• say a sentence out loud before I write it down (hold a sentence)	• plan our writing by saying what we are going to write about (build a sentence) • read our own writing aloud so it can be heard by others and to check for sense	• sequence sentences to form a short narrative (beginning, middle, end - sentences link) • use sequence sentences in chronological order to recount events/experiences

Grammar	use the personal pronoun 'I'	use 'and' to join ideas within a sentence	- attempt to use other conjunctions - make sure that word choices are relevant to the context and use word banks to support this - begin to use adjectives to add detail to my sentences
	- leave spaces between words - use a capital letter for the start of a sentence	- begin to use other punctuation such as exclamation and question marks - use a full stop accurately	use capital letters for the names of people, places and days of the week

Skills/knowledge **We are learning to:**

Year Two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics taught Phase 6 By the beginning of Phase 6 children should know most of the common grapheme-phoneme correspondences & be working on becoming fluent readers & increasingly accurate spellers.	Recap grapheme - phoneme correspondences using Year 1 Summer 2 Year 1 CEW revisit	dge/ge - badge, age soft g in words before e, i and y - gem, giant soft c in words before e, i and y - city kn- knock gn - gnaw wr - write le, el, al and il (table, camel, metal, pencil) y making 'igh' at end of words - cry, What are nouns? noun plurals - changing y to an i add es e.g. flies Plural ey add an s to make a plural e.g. donkey Change y to an I before adding ed - copied Change y to an I before adding er e.g. copier	Adding -ed, -ing, -er and -est to root word ending in y. Adding endings to words ending in -e with a consonant before it e.g. nicer, nicest, Adding endings to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted The sound or is spelt as an a before l and ll e.g. ball The sound 'uh' spelt as an o e.g. mother The sound 'o' spelt after w and qu e.g. want The sound 'ir' spelt or after w e.g. worm The sound 'or' spelt ar after a w e.g. war	What are suffixes? Suffixes - ment, ness, ful, less and ly e.g. enjoyment, sadness Root words ending with a y change an i and add suffix CEW: while, plant, climb, path, bath, eye, prove, move, improve, sure, sugar, told, gold, hold	*Year 1 Summer 1 revisited for those who are yet to pass phonic screening. Sentence Types Statements Commands Question Exclamation e.g. fiction Homophones and near homophones CEW: even, half, people, hour, pretty, grass, pass, class, fast, last, past, any, many, could, should, would	Contractions Possessive apostrophe (G.D skills) CEW revisit

		Change y to an i before adding est - happiest CEW - door, floor, poor, every everybody, because, break, steak, great, mind, kind, behind, find, wife, child, children	Sion spelling e.g. television CEW: most, only, both, old, cold, clothes, water, after, again, money, Mr, Mrs, parents, who, beautiful			
	Autumn	Spring	Summer			
Applying Phonics and SPAG	- understand the importance of decoding words automatically - understand that some words cannot be decoded with phonic strategies - use the graphemes taught to blend sounds - know that phonemes may be represented by different graphemes - know that familiar words do not need to be sounded out and blended - read these familiar words automatically and accurately without sounding or blending	- know that the same grapheme may be read in different ways - recognise alternatives and consider which will make meaning - read words with familiar endings -es, -er, -est - recognise syllables in words - know that breaking words into syllables helps fluent decoding - know that other strategies can be used to read unfamiliar words - use other strategies to support fluent decoding	- read words of two or more syllables accurately - read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - read these books fluently and confidently			
Reading for pleasure	- know that there are different kinds of stories - listen to or read a range of different kind of stories - make choices about the books I read - know that non-fiction books are organised differently from fiction texts - know the difference between poetry and narrative - listen to different kinds of poetry - describe, including some common exception words. can talk about books or poems read	- explain why I prefer certain books or stories - can retell stories with the key events in the correct sequence - can retell a story with the key events and the characters - know how to find information in a non-fiction book - identify the purpose of a book or text - know that books and stories are set in different places and times - talk about the meaning of different poems	- decide how useful a non-fiction book is to find the information I need - find the setting or time in books or stories - discuss the setting or time in books - recite or perform a poem making the meaning clear - talk about favourite words and phrases - know that word choice affects meaning - explain why a writer has chosen a word to affect meaning			

	know that stories and poems can have patterned or recurring literacy language	- recognise that a pome can tell a story - learn a poem by heart - can give an opinion on books or poems read - can find patterned language in poems and stories - find favourite phrases and words	
Reading accurately, fluently and with understanding	- know that the purpose of reading is to make meaning - know that there is a range of decoding strategies - can check that text I read makes sense - re-read when I have lost the meaning	- self-correct when I have lost the meaning - use prior knowledge and reading experiences to understand text - use the context to understand texts - ask questions to clarify understanding - find the answers to retrieval questions about stories, poems or non-fiction texts - recognise that a writer can have a message for the reader - make predictions about possible events	- know what the inference - reading between the lines - means - find inference about characters' feelings and thoughts - explain inferences about characters' feelings and thoughts - give reasons for characters' actions or behaviour - recognise key ideas in a text - explain a writer's message - make predictions about how characters might behave
Writing			
Handwriting	- use some of the diagonal and horizontal strokes needed to join letters - understand which letters, when adjacent to one another, are best left unjoined - write capital letters, and digits, of the correct size/orientation to one another - I use spacing between words that reflects the size of the letters - form lower case letters of the correct size relative to one another		
Composition	develop stamina for writing by writing for different purposes (real and fictional, own and other experiences, narratives, non-fiction, recounts and poems)	- plan and discuss the content of my writing (jottings, planning, oral rehearsal) - evaluate my writing independently, with peers and with my teacher by making simple additions and corrections - write from memory simple dictated sentences	- proof-read to check for errors in spelling, grammar and punctuation - make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing
Grammar	Make word choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing	- use expanded noun phrases to describe, expand and specify - use subordination (when, if, that, because)	- use sentences with different forms: statements, questions, exclamations and commands - use co-ordination (or, and, but)

			• use present and past tenses correctly and consistently including the progressive form • use adjectives, adverbs and expanded noun phrases to add detail and specify
Punctuation	• use full stops and capital letters - most are correct (evident in dictation and independent writing) • mostly use exclamation and question marks accurately to demarcate sentences	• use capital letters for the personal pronoun I and for most proper nouns	• begin to use commas to separate items in a list • sometimes use apostrophes for singular possession

Progression of Science

EYFS	<i>Our children will learn about different environments and about the natural world. Teachers will build on our children's natural curiosity about the world around them by providing opportunities to observe, investigate and explore. Teachers will help foster curiosity within our children whilst developing their scientific skills listed below.</i>
Questioning	We are learning to ask simple questions about aspects of our familiar world.
Observing	- We are learning to make general sensory observations when looking at things around us e.g. plants, animals and materials. - We are learning to say simple descriptions of the world around us.
Performing simple tests	- We are learning to make a suggestion about what to do. - We are learning to experiment with simple apparatus and carry out a given task. - We are learning to make a simple guess and say what might happen. - We are learning to make a simple statement referring to something we have already encountered.
Identifying & classifying	- We are learning to identify what is the same and what is different. - We are learning to describe or show what we did and what happened.
Gathering and recording	- We are learning to talk about objects and events, using simple vocabulary and descriptions. - We are learning to measure by direct comparison (bigger, smaller) and using non-standard units of measurements. - We are learning to observe changes in something, using simple vocabulary. - We are learning that information can be gathered from books. - We are learning that results can be recorded i.e. teacher putting results in a table. - We are learning to record our findings, with help, to stick an object or drawing onto a chart prepared by the teacher.
Suggesting answers to questions	- We are learning to talk about what happened and to answer an initial question simply. - We are learning to listen to the teacher using scientific vocabulary in our lessons. - We are learning to make simple comparative statements i.e. noticing 'Which works best?'
Year 1	<i>During KS1 our children will be taught to use the following practical scientific methods, processes and skills through the teaching of the Programme of Study content outlined on our curriculum map. The children will not be expected to cover each aspect for every study - refer to relevant year group documents to see those skills that best fit each topic and examples of suggested activities.</i>
Questioning	We are learning to ask questions about our familiar world and the wider world around us using sentence stems such as how and why with support.
Observing	- We are learning to <i>with support</i>, observe closely using simple equipment. - We are learning to observe changes over time with <i>adult modelling</i>. - We are learning to make more descriptive observations using the vocabulary displayed on our display walls.

Performing simple tests	- We are learning to make suggestions about what to do and what to look for to answer a set question - (child led or planned activity). - We are learning to make a simple prediction based on an experiment. - We are learning to carry out simple tests supported/scaffolded by adults.
Identifying & classifying	- We are learning to make simple comparisons and groupings that relate to differences and similarities between objects, materials and living things. - We are learning to draw or simply state what happened using <i>stem sentences</i>. - We are learning to begin to group and classify.
Gathering and recording	- We are learning to use more precise scientific vocabulary to describe an object or event (use of <i>stem sentences</i>). - We are learning to measure, <i>with support</i>, standard units of measurement. - We are learning, <i>with support</i>, to use simple equipment to gather information and measure e.g. length, time, capacity and weight. - We are learning, <i>with support</i>, to answer questions by using secondary sources of information. - We are learning to record results through drawings and or a simple table <i>prepared by the teacher</i>. - We are learning to draw on a pictogram or other chart <i>prepared by the teacher</i> and create class bar charts.
Suggesting answers to questions	- We are learning to say what our observations show. - We are learning to draw simple conclusions and explain what we did. - We are learning to begin to use simple scientific vocabulary with prompting from the teacher. - We are learning to consider what our results show and to answer initial question using these.
<u>Year 2</u>	<i>During KS1 our children will be taught to use the following practical scientific methods, processes and skills through the teaching of the Programme of Study content outlined on our curriculum map. The children will not be expected to cover each aspect for every study - refer to relevant year group documents to see those skills that best fit each topic and examples of suggested activities.</i>
Questioning	We are learning to explore the world around us and ask our own questions with relevance to a topic and unknown phenomena, using scientific language (wall displays) and alternative question starters (If, Do, I wonder...).
Observing	- We are learning to observe closely, using simple equipment (magnifying glasses, microscopes etc) - We are learning to observe changes over time. - We are learning to describe our observations using scientific language, using vocabulary displayed on walls.
Performing simple tests	- We are learning to respond to suggestions about how to find out an answer and communicate this to others. - We are learning to recognise the different ways in which we might answer a scientific question. - We are learning to explain our reasons for our predictions. - We are learning to plan simply what to do, what observations or measurements to take.
Identifying & classifying	- We are learning to use simple features to compare objects, materials and living things and decide how to sort and group them. - We are learning to compare results, look for similarities and differences. - We are learning, <i>with guidance</i>, to <i>begin to notice</i> patterns and relationships.

	We are learning to group and classify in different ways and explain our thinking.
Gathering and recording	- We are learning to use precise scientific vocabulary to describe an object or an event. - We are learning to measure using a variety of standard units of measurement, using scientific vocabulary to aid measurement. - We are learning to learn how to use simple equipment (e.g. hand lenses, egg timer) to gather data. - We are learning to use secondary sources of information to answer specific questions. - We are learning to present results in a simple table with headings <i>initially</i> provided by the teacher. - We are learning to use pictograms to display results and draw bar charts with help.
Suggesting answers to questions	- We are learning to use our observations and ideas to suggest answers to questions. - We are learning to talk about what we have found out and how we found it out. - We are learning to use scientific vocabulary competently and appropriately. - We are learning to explain our outcomes and how these were achieved. - We are learning to relate results to the initial question using scientific vocabulary. - We are learning to identify patterns in data and explain. - We are learning how we can improve our experiment and identify if it was effective.
Subject Specific Vocabulary / definition Please find subject specific vocabulary on our YIS glossary document relevant to each Year group's Programme of Study content. This vocabulary and how it progresses can also be found on a separate '<i>progressive vocabulary</i>' document and also in each year group's separate science file.	

Progression of PE

EYFS

Fundamentals

Running: explore running and stopping. Explore changing direction safely.

Balancing: explore balancing whilst stationary and on the move.

Jumping: begin to explore take-off and landing safely.

Hopping: explore hopping on both feet.

Skiping: explore skiping as a travelling action.

Dance

Actions: explore how my body moves. Copy basic body actions and rhythms.

Dynamics: explore actions in response to music and an idea.

Space: begin to explore pathways and the space around me and in relation to others.

Performance: perform short phrases of movement in front of others.

Yoga/ Pilates

Balance: explore shapes in stillness using different parts of my body.

Flexibility: explore shapes and actions to stretch my body.

Strength: explore taking weight on different body parts.

Mindfulness: explore my own feelings in response to an activity or task.

Fitness

Agility: explore changing direction safely.

Balance: explore balancing whilst stationary and on the move.

Co-ordination: explore moving different body parts together.

Speed: explore moving and stopping with control.

Strength: explore taking weight on different body parts.

Stamina: explore moving for extended periods of time.

Gymnastics

Shapes: show contrast with my body including wide/narrow, straight/curved.

Balances: explore shapes in stillness using different parts of my body.

Rolls: explore rocking and rolling.

Jumps: explore jumping safely.

Sending and receiving

Striking: explore sending a ball to a partner.

Fielding: explore tracking and stopping a rolling ball.

Throwing and catching: explore rolling, throwing and catching using a variety of equipment.

Invasion Games

Sending & receiving: explore s&r with hands and feet using a variety of equipment.

Dribbling: explore dropping and catching with two hands and moving a ball with their feet.

Space: recognise their own space.

Attacking & defending: explore changing direction and tagging games.

	<u>Ball Skills</u> Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.
	<u>Net and wall</u> Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.
	<u>Target games</u> Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.
	<u>Team building</u> Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.
	<u>Athletics</u> Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.
	<u>Fundamentals</u> Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping. Hopping: begin to explore hopping in different directions. Skiping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.
Year 1	<u>Dance</u> Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.
	<u>Yoga/ Pilates</u> Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity.
	<u>Fitness</u>

	Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.
	<u>Gymnastics</u> Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.
	<u>Sending and receiving</u> Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.
	<u>Invasion Games</u> Sending & receiving explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.
	<u>Ball Skills</u> Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet
	<u>Net and wall</u> Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball
	Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.
	<u>Target games</u> Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others

Year 2	<u>Fundamentals</u> Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skiping: explore single and double bounce when jumping in a rope.
	<u>Dance</u> Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.
	<u>Yoga/Pilates</u> Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm
	<u>Fitness</u> Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.
	<u>Gymnastics</u> Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.
	<u>Sending and receiving</u> Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.
	<u>Invasion Games</u> Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others.

	Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.
	<u>Ball skills</u> Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.
	<u>Net and Wall</u> Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.
	<u>Target Games</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.
	<u>Team Building</u> Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.
	<u>Athletics</u> Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance
	Please find subject specific vocabulary on our YIS glossary. Refer to Get set 4 PE for . Key concepts for each lesson specific and relevant vocabulary to be used.

Progression of Art and Design	
Rec (Dev Matters 2020)	We are learning to... • explore, use and refine a variety of artistic effects to express their ideas and feelings. • return to and build on our previous learning, refining ideas and developing our ability to represent them. • create collaboratively, sharing ideas, resources and skills.
EYFS ELG: Creating with Materials	We are learning to... • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • share our creations, explaining the process we have used. • make use of props and materials when role playing characters in narratives and stories.
Year 1	These skills are taught through Drawing, Painting and Sculpture . We are learning to... Line • control a pencil • make different lines with a pencil • use a range of media • make lines with different thickness • draw from observation and imagination • create tone with a pencil. • make marks in a variety of ways (hatching/stippling/scribble/blending draw accurate lines for a purpose) Shape • use simple shapes to create an image • start with an outline • create shapes in the relative size • use different sizes of shape Colour • explore colour mixing of the primary colours • add white to each primary colour to explore tone Texture • Explore and develop patterns to make texture ie) bricks, grass, waves Pattern • begin to create patterns using repetition and corresponding parts of line, shape or colour Form/Space • begin to develop the idea of layering up shapes to make other shapes • Infill shapes using colour.

Year 2	These skills are taught through Drawing, Painting and Sculpture. We are learning to... Line • control a pencil with increasing confidence • infill shapes with pattern and tone • use a range of patterns in my own work • confidently draw from observation and imagination • plan and develop own ideas Shape • use a range of 2D shapes, drawn freehand and with a ruler • have an awareness of size in shape • begin to use of negative space Space/Form • begin to develop the idea of 3D in drawing to make objects look realistic • begin to develop the idea of shapes within shapes • develop the idea of layering up shapes to make other shapes and how they can inter-connect with one another Colour • explore different brush strokes with the colours I have mixed • explore how to layer colours Pattern • create an arrangement of decorative design with repetition of line, shape or colour Texture use cross hatching, stippling and blending to show the texture of an object
Please find subject specific vocabulary on our YIS glossary.	

Progression of Computing	
Rec (Dev Matters 2020)	Personal, Social and Emotional Development We are learning to... • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time Physical Development We are learning to... • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Expressive Arts and Design We are learning to... • Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
EYFS ELG: PSED/ EAD	Personal, Social and Emotional Development. We are learning to... • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave • make use of props and materials when role playing characters in narratives and stories Expressive Arts and Design We are learning to... Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function
Year 1	
Computer Science	We are learning to... • explain that an algorithm is a set of instructions. • explain that a computer program turns an algorithm into code that the computer can understand. • work out what is wrong when the steps are out of order in instructions. • say that if something does not work how it should it is because my code is incorrect. • fix my code if it isn't working properly. • make good guesses about what is going to happen in a program. For example, where the beebot might go.
Information Technology	We are learning to... • select and use appropriate tools to paint a digital picture • change content on a file such as text, sound, and images • name my work • save my work. • find my work.

Digital Literacy	We are learning to... • say what technology is. • say what examples of technology are in school. • say what examples of technology are at home • what to do if I am worried about something I have seen online • keep my login information safe.
Year 2	
Computer Science	We are learning to... • describe a series of instructions as a sequence • explain that an algorithm is a set of instructions to complete a task. • explain what happens when we change the order of an algorithm. • logical reason to predict the outcome of a program • design an algorithm to achieve a desired outcome • create and debug a program that I have written
Information Technology	We are learning to... • use a digital device to take a photograph • decide how photographs can be improved and use digital tools to change/edit an image • experiment with sound using a computer • create and edit music on a computer for a purpose • organise and present information using a computer (data) • name, save and retrieve my work.
Digital Literacy	We are learning to... • identify where information technology is used in and beyond my school • explain how information technology helps us • report unkind behaviour and things that upset me online, to a trusted adult. • find information I need using a search engine.

Progression of Design Technology	
Design and Technology has many cross curricular links including Computing, PSHE and Science.	
Rec (Dev Matters 2020)	We are learning to... • explore, use and refine a variety of artistic effects to express their ideas and feelings. • return to and build on our previous learning, refining ideas and developing our ability to represent them. • create collaboratively, sharing ideas, resources and skills.
EYFS ELG: Creating with Materials	We are learning to... • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • share our creations, explaining the process we have used. • make use of props and materials when role playing characters in narratives and stories.
Year 1 Complete a Risk Assessment when necessary.	<u>DESIGN:</u> We are learning to... • state what product I am making. • say whether my product is for myself or other users. • describe what my product is for. • say how my product will work. • use knowledge of existing products to help come up with ideas. • develop and communicate ideas by talking and drawing. <u>MAKE:</u> • begin to plan by suggesting what to do next. • select from a range of tools and equipment and explain our choices. • follow a procedure for safety and hygiene. • measure, mark out, shape and cut materials. • Simply assemble, join and combine materials and components. <u>EVALUATE:</u> • explore what products are and who or what they are for. • explore how products work, what they are made from and how or where they might be used. • explain what we like and dislike about a product. • talk about my design ideas and what I am making. • suggest how my product could be improved. <u>TECHNICAL KNOWLEDGE:</u> • begin to share knowledge about the simple working characteristics / properties of materials and components. • begin to share knowledge about the movement of simple mechanisms such as levers and sliders. • begin to share knowledge that food ingredients should be combined according to their sensory characteristics. • begin to use the correct technical vocabulary for the projects we are undertaking. <u>COOKING & NUTRITION:</u>

	- begin to understand that all food comes from plants or animals, farmed or grown elsewhere (e.g. home), or caught. - prepare simple dishes safely and hygienically without using a heat source. - understand how to use techniques such as cutting and peeling. - be aware of healthy eating and understand that food needs to be fresh and cooked properly.
Year 2 Complete a <i>Risk Assessment</i> when necessary.	<u>DESIGNING:</u> We are learning to... - state what product we are designing and making including why. - say how we will make a product suitable for the intended user. - use simple design criteria to help develop my ideas. - generate my own ideas by drawing on my own experiences and use knowledge of existing products to help come up with ideas. - develop and communicate and share ideas through discussion and drawing. - model my ideas by exploring materials, components, and construction kits and by making templates and mock-ups. <u>MAKING:</u> - select from a range of materials and components according to their characteristics / properties and explain our choices. - confidently follow procedures for safety and hygiene and explain reasons for these. - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. - accurately measure, mark out, cut and shape a range of materials and components. - assemble, join, combine, measure, mark out, cut and shape materials and components. - use finishing techniques. <u>EVALUATING:</u> - explore what products are, what they are made from, who they are for, how they are used and where they might be used. - think about whether products can be recycled. - talk and write about likes and dislikes of existing products and give reasons. - talk and write about our design ideas and what we are making. - make simple judgements about my products and ideas against the design criteria. - talk and write about how to make their products better. - being to refer to our design criteria as we design and make. <u>TECHNICAL KNOWLEDGE:</u> - understand the characteristics / properties of materials and components. - share knowledge about how free-standing structures can be made stronger, stiffer, and more stable. - share knowledge about the movement of simple mechanisms such as levers, sliders, wheels and axles. - recognise that food ingredients should be combined according to their sensory characteristics. - share knowledge that a 3D textiles product can be assembled from two identical fabric shapes. - begin to use the correct technical vocabulary for the projects we are undertaking. <u>COOKING & NUTRITION:</u> - understand that all food comes from plants or animals, farmed, grown elsewhere (e.g. home), imported, or caught locally, regionally, and internationally. - prepare a range of simple dishes safely and hygienically without using a heat source.

	• understand how to use techniques such as cutting, chopping, peeling, and grating. • understand that food needs to be fresh and cooked properly and that it is needed to provide energy for the body.
Please find subject specific vocabulary on our YIS glossary.	

Progression of Geography	
Rec (Dev Matters 2020)	We are learning to... - draw information from a simple map. - recognise some similarities and differences between life in this country and life in other countries. - explore the natural world around them. - recognise some environments that are different to the one in which they live.
EYFS ELG: The Natural World	We are learning to... - explore the natural world around them, making observations and drawing pictures of animals and plants. - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Year 1	
Locational Knowledge	- We are beginning to name the four countries and capital cities of the UK - We are learning to name the world's seven continents and five oceans.
Place Knowledge	- We are learning 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. - We are learning to ask and respond to simple geographical questions e.g. what is this place like? What or who will I see in this place? What do people do in this place?
Human and Physical geography	- We are learning 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 North and South Poles. - We are learning to use basic geographical vocabulary to refer to: - Key physical features, including: forest, hill, mountain, soil, valley, vegetation. - Key human features, including: city, town, village, factory, farm, house, office. - We are learning to observe and describe the human and physical geography. - We are learning to use photographs to recognise landmarks and basic human and physical features

Geographical skills and field work	• We are learning to use world maps, atlases and globes to identify the world's seven continents and five oceans and well as the UK and its countries. • We are learning to use locational and directional language to describe the location of features and routes on a map. E.g. near and far, left and right. • We are learning to identify land use around the school • We are learning to use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. • We are learning to devise simple picture maps.
Year 2	
Locational Knowledge	• We are learning to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas • We are learning to name and locate the world's seven continents and five oceans.
Place Knowledge	• We are learning 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 concentrating on islands and sea sides. • We are learning to ask and answer geographical questions e.g. what and who will I see in this place? Why are these people here and what are they doing? • We are learning to make simple comparisons between human and physical features of different places.
Human and Physical geography	• We are learning to identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in relation to the Equator • We are learning to use vocabulary to compare and contrast key physical and human features, including (when relevant): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. • We are learning to identify the key features of a location in order to say whether it is a: city, town, village, coastal or rural area, factory, farm, house, office, port, harbour and shop. • We are learning to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Geographical skills and field work	• We are learning to use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. • We are learning to use fieldwork and observational skills to study the key human and physical features of schools surrounding environment. • We are learning 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. • We are learning to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • We are learning to devise a simple map and use and construct basic symbols in a key.
Please find subject specific vocabulary on our YIS glossary.	

Progression of History

Rec (Dev Matters 2020)	We are learning to... • talk about members of our immediate family and community. • name and describe people who are familiar to us • comment on images of familiar situations in the past. • compare and contrast characters from stories, including figures from the past.
ELG UTW: Past and Present	We are learning to.... • talk about the lives of the people around them and their roles in society • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1	We are learning to.... • We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? • We are learning to recount changes that have occurred in our own lives and use common phrases about the passing of time e.g. when I was younger, a long time ago, before I was born. • We are learning to identify the similarities and differences between our own lives and ways of life in a given period. • We are learning to place events and objects in chronological order on a class/year group timeline. • We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past. • We are learning to compare and to begin to identify similarities and differences between two historical sources relating to the same historical context.
Year 2	We are learning to.... • We are learning to use the words 'past' and 'present' when telling others about a significant person or event. • We are learning to talk about and describe in some detail a significant person or event from the past. • We are learning to recognise that there are reasons why people in the past acted as they did. • We are learning to place people, events, artefacts, or photos in chronological order along a timeline using dates. • We are learning to gather information from simple sources to understand and compare key features about a significant event or person from the past. • We are learning to identify similarities and differences between ways of life in different periods.
Please find subject specific vocabulary on our YIS glossary.	

Progression of Music	
EYFS	I am learning to:
Rec (Dev Matters 2020)	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching pitch and following the melody.
ELG:	Being Imaginative and Expressive : Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
Year 1	I am learning to:
Use voice expressively	- Begin to sing with some awareness of the pitch (higher/lower), dynamics (louder/softer), tempo (faster/slower). - Find and keep the pulse and follow the shape of a melody. - Explore and adapt for purpose, creative ways in which the voice can be used (timbre). - Use big clear mouth shapes to form words/lyrics. - Learn and sing an increasing range of songs/chants/ rhymes. - Begin to make improvements suggested by the teacher.
Play tuned and untuned instruments musically	- Find and keep the pulse - eg - tap along to a song on the beat - Handle instruments with some control. - Perform simple accompaniments to a melody - body/instrument percussion. - Begin to explore changes in pitch higher/lower, dynamics louder/softer tempo faster/slower. - Find ways to make long/short sounds in a rhythm using instruments and body percussion. - Begin to sort/choose instruments by some of their properties of sound. - Begin to make improvements, suggested by the teacher.
Listen with concentration and understanding to a wide range of high quality live and recorded music	- Listen with attention and interest to music from different times/cultures/genres. Compare 2 pieces. - Find and keep the pulse and know the difference between pulse and rhythm. - Express feelings about the mood, character, story of music with (pictorial support) and respond with movement. - Identify the long/short sounds in a rhythm. Recognise basic tempo, dynamic and pitch changes. - Identify some sections e.g. beginning, end, verse, chorus and some layers of sound (texture) - instrument and voice. - Use non-verbal and begin to use some verbal methods to show my opinion (like/dislike). - Remember and repeat - clap/tap back short rhythms. - Choose from a set of given pictures to represent sounds heard. - Begin to identify some instruments through sound. Mimicking actions used to play them.
Composition	- Create improvised compositions representing pictures/emotions/scenes. - Choose and order sounds and patterns - Choose sounds/instruments to represent ideas - e.g. shakers for leaves falling (timbre). - Create simple melodies using 2 tones on an instrument. - Use given images to represent and organise sounds I make within a given structure.

	Combine instrumental and vocal sounds within a given structure (texture).
Year 2	I am learning to:
Use voice expressively	- Use my voice more confidently. - Sing a melody accurately at my own pitch. - Sing with an awareness of pulse and greater control of rhythm, pitch (higher/lower), dynamics (louder/softer), tempo (faster/slower). - Sing songs more expressively. - Sing with an awareness of other performers and audience. - Internalise (the thinking voice) with some accuracy and control. - Practice and refine as a group/class.
Play tuned and untuned instruments musically	- Sit silently with an instrument for performance to an unknown audience. - Practice and refine as a group/class. - Choose and order sounds and patterns. - Handle instruments with greater care and control. - Find and keep a steady pulse. - Begin to control changes in pitch higher/lower, dynamics louder/softer tempo faster/slower, duration long/short sounds in a rhythm in response to a given stimuli. - Begin to develop skills of stamina and concentration to play a drone or ostinato as an accompaniment. - Know examples of wooden, metal, skinned and string instruments and their properties of sound.
Listen, respond and appraise	- Listen to and describe music from different times/cultures/genres. - Find and keep the pulse. - Follow pitch movements with my hands - Express my feelings about the mood of music through words or pictures. - Explore and compare sound sources. - Differentiate between pulse and rhythm. - Recognise some sections e.g. - beginning, end, verse and chorus in a piece of music and more layers of sound (texture) e.g. various instruments and voice/s. - Respond to music with appropriate movement. - Use non-verbal and verbal methods to show my opinion (like/dislike). - Find and keep the pulse. Repeat clap/sing/play back longer rhythms. - Understand the structure of call and response songs. - Use given pictures to represent sound. suggest changes using opposites e.g. faster/slower, higher/lower. - Compare 2/3 contrasting sounds/songs on a theme using growing knowledge of the interrelated dimensions and personal feelings/ links.

	Identify more instruments through sound.
Composition	- Use own images to represent and organise sounds within a given structure. - Use long and short sounds in my own rhythm. Compose as part of a small group, sharing and listening to ideas.
Please find subject specific vocabulary on our YIS glossary.	

Progression of RE

Rec (Dev Matters 2020)	• These are the skills that need taught through all half term units. This is taken from the Development matter documents. • People and Communities. • Enjoys joining in with family customs and routines.
EYFS ELG:	• Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Year 1	We will cover both AT1 and AT2.
AT1 - Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs.	• We are beginning to learn different beliefs and practices of Christianity. • We are beginning to learn different beliefs and practices of Hinduism. • We are learning to order some of the religious and moral stories from the bible. • We are learning to order some of the religious and moral stories from Hinduism. • We are learning to show how different people celebrate aspects of religion. • We are learning to become familiar with key words and vocabulary related to Christianity and may be at least one other religion.
AT2 - Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.	• We are beginning to talk about and find meanings behind different beliefs and practices. • We are learning to suggest meanings of some religious and moral stories. • We are learning to ask or respond to questions about what individuals and faith communities do. • We are learning to express our own ideas creatively.
Year 2	Year 2 will cover both AT1 and AT2.
<u>AT1 - Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs</u>	• We are learning to use key words and vocabulary related to Christianity and Sikhism. • We are learning to name the different beliefs and practices of Christianity • We are learning to name the different beliefs and practices of Sikhism • We are learning to look for similarities between Christianity and Sikhism. • We are learning to retell some of the religious and moral stories from the bible. • We are learning to retell some of the religious and moral stories from Sikhism. • We are learning to understand what it looks like to be a person of faith.

<u>AT2 - Learning from religion and belief</u> <u>Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.</u>	• We are learning to talk about and find meanings behind different beliefs and practices. • We are learning to suggest meanings of some religious and moral stories. • We are learning to ask and respond to questions about what individuals and faith communities do. • We are learning to express our own ideas and opinions. • We are learning to talk about our work creatively using a range of different medium.
Subject Specific Vocabulary / definition RE vocabulary is related to content as appose to skills. RE vocabulary is on the Year 1 and Year 2 Curriculum Document.	

Progression of Personal, Social, Health Education

During weekly PSCH, Citizenship, Myself and my relationships and Healthy and safer lifestyles are taught as units of work more than once a year within year groups and revisited each year across all year groups. In addition, year 2 children are taught about economic well-being. At the end of all units of work, children are able to understand what they have learned and be able to share it with others.

EYFS	We are learning to:
Citizenship	• understand how they belong to their class, family and recognise similarities & differences between themselves & others. • understand that people and families have different beliefs and customs that are important and special to them and how they are celebrated. • understand that it is important to respect other people's differences and the ways in which they live their lives. • identify the people who look after them at school and understand their roles. • understand ways that they can help to look after the school environment, their things and their home. • understand ways of looking after their local outdoor area and keeping the environment special for everyone. • understand what money is, what it is used for. Different ways of looking after money and what happens if we do not have enough money to pay.
Myself and my relationships	• understand what is special about me and other people • understand what I have learnt to do and recognise what I would like to do next. • know who and how to ask for help if they need it. • understand how people's behaviour makes other people feel • understand ways of respecting the needs of other children in the class. • understand what makes a family and to understand how people in families care for each other. • understand what makes a good friend, understanding simple reasons for why friends may fall out and simple ways to make up with friends. • recognise what unkind behaviour looks like and understand what to do when someone is unkind. • recognise and identify feelings in themselves and others.
Healthy and safer lifestyles	• describe their own appearance and name external body parts including using agreed names for the sexual parts. • recognise similarities and differences between the bodies of girls and boys. • understand ways in which their body has changed since they were a baby. • understand ways of looking after their body and keeping it clean. • understand how members of their family and other trusted people care for and look after them. • understand ways in which they can take responsibility for looking after themselves. • be able to identify trusted adults who children could talk to and ask for help. • be able to plan to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways. • be able to develop a strategy to keep safer when lost. • be able to identify and distinguish between different touches. • be able to recognise what a secret is. • be able to use an assertive voice and body language. • be able to identify how and when to tell. • be able to identify common harmful substances. • understand what medicines are and why some people need medicines. • understand some of the things needed to have a healthy body. • be able to name and talk about foods they like and dislike.

	• understand why different foods and drink are important for our bodies to stay healthy and well. • understand what exercise is and why it is good for us. • begin to understand how to make choices which promote healthy living.
Year 1	We are learning to:
Citizenship	• recognise & celebrate some of their strengths, emotions, gifts and talents. • be able to identify and develop a new skill. • understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. • know and practise effective group work skills, including discussion, negotiation, compromise and co-operation. • be aware of how my skills and strengths can be useful in a group. • apply communication and group work skills in a real situation. • be able to state some things they did well in a group task and some things they would like to do better at next time. • begin to understand what makes up their identity. • understand how roles and characteristics of boys and girls can be stereotyped. • understand about their own culture and beliefs and those of other people. • recognise different groups they belong to and the different backgrounds of people in their community. • know who the people are who help them in their community and what they do. • know how they can help look after the school environment. • know how to care for animals and plants.
Myself and my relationships	• participate in discussions about how to make the classroom a place where they can learn safely and happily. • have some ideas about how to make new people feel welcome in the class. • be able to identify adults who can help them if they need support. • know how to ask for help, and to have some ideas about how they can help each other. • know the names of a basic range of feelings and the strength of their feeling. • know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others. • understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like. • know how to get support when they need it. • talk about personal gifts and talents; what they are good at and also what they find more difficult. • understand that they can do things to help us change our mood and that this may be helpful. • know what 'relaxed' means and how it feels. • know that it is possible to affect our behaviour by stopping and thinking about what we are doing. • be able to stand up for their own rights without being hurtful to others. • be able to use a 'problem-solving process' with help. • be able to describe what a friend is and does. • understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. • identify the range of people who are special to them and describe what makes them special. • know how to seek help and support and from whom.

Healthy and safer lifestyles	• recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • describe what their bodies can do. • understand that they have responsibility for their body's actions and that their body belongs to them. • know how to keep themselves clean. • understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. • identify the dangers of familiar places where water is present and understand how to keep safe. • develop knowledge and skills to stay safe when they are lost. • identify characteristics of safe places to play. • understand basic ways to keep safe from accidents. • identify emotions associated with risky behaviour or situations. • know basic personal information and know when they might need to give it. • understand the range of people in the community who help keep us safer. • know how to ask for help in an emergency.
Year 2	We are learning to:
Citizenship	• be able to name some people who look after them and some of their responsibilities towards them. • understand responsibilities they have to their friends, family and class. • be able to explain the rules which affect them in school and how they have been made. • understand how rules enable them to feel safe and happy in school. • understand how democratic decisions might affect them in the everyday life of their class. • understand and experience the process of electing a school council representative. • be able to share opinions, taking turns and valuing the views of others by listening actively. • be able to contribute to paired and class discussions about current issues.
Myself and my relationships	• begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying. • begin to understand that bullying may happen when people do not respect and value similarities and differences between people. • understand how it feels to be bullied. • understand how it feels to see someone else being bullied. To understand how someone who bullies may feel. • develop simple strategies for keeping themselves safe from bullying including how to respond assertively. • understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening. • identify places in school where bullying may happen. • identify ways that the school can promote a caring ethos and encourage positive and safe relationships.
Healthy and safer lifestyles	• know about the range of things that help make and keep them healthy • understand why healthy eating is beneficial and how it supports physical activity. • be able to talk about foods they like and dislike with reasons why. • recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal. • know that everyone should eat at least 5 portions of fruit and vegetables every day. • know which factors contribute to healthy living and to be able to share these with others. • understand that all medicines are drugs, but not all drugs are medicines. • understand that all drugs and many household substances can be harmful if they are not used properly.

	• be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'. • be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell. • be able to identify and name body parts. • be able to identify and distinguish between 'yes' and 'no' touches. • be able to recognise 'good' and 'bad' secrets and tricks. • be able to use assertive voice and body language. • be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others. • know that humans produce babies that grow into children and then into adults. • consider the ways they have changed physically since they were born. • consider their responsibilities now and compare these with when they were younger. • understand the needs of babies and young children.
Economic well being	• know where money they have might come from (including regular and irregular sources) and how they might keep it safe. • know some ways money might be 'used' and that it is a finite resource. • know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some ways that might be done. • know how to keep simple financial records. • understand that the feelings they may have about money are varied and can change. • know what charities are for and what some might do.