

High school ready!

YEAR

6

Mapping Skills

How do maps help us to find our way around?

Climate

Why is climate change an important topic?

Settlements

How and why have settlements changed?

YEAR

5

Fair Trade

What is 'Fairtrade' and why should it matter to us?

South America

What are the key features of South America?
What creates a rainforest and why are they located there?

Locality Study

How did Blackpool grow to become a popular resort?

YEAR

4

Mountains

How are mountains formed and what creates an earthquake, tsunami and volcano?

Biomes

What are Biomes and how are they created?

European study

Why do so many British people go to the mediterranean for their holidays?

YEAR

3

Energy

How do we energise our homes and country?

Rivers

How are rivers formed?

Uk

What are the unique features of the United Kingdom?

YEAR

2

Contrasting Locality

Why do we like to be beside the seaside?

Non-European contrast

How different would my life be if I lived in Kenya?

Airports and Train stations

What happens at an airport and a train station?

YEAR

1

Hot and Cold

Why are some places hot and some places cold?

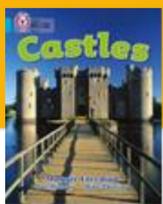
Recycling

Why do we recycle?

Local Area

What do we know about the UK and where I live?

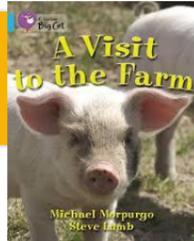
Terrific tales - Places



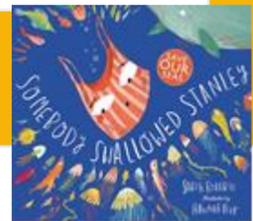
Jungle



Farm



Fun at the Seaside - Recycling



EYFS
Cycle 2

Cold places/Weather

Light and Dark –
Seasonal changes

Pirates - Maps



EYFS
Cycle 1

Progress Pathway in Physical Education

High school ready!

YEAR

6

Gymnastics: Can I apply 'excellent gymnastics' and be creative in sequencing skills?

Dance: Titanic: Can I recreate the story of The Titanic through controlled movement and dances?

OAA: Can I orientate more challenging maps and locate points in a set order?

YEAR

5

OAA: Can I orientate a map and locate points in a set order?

Dance: Greeks: Can I improvise and choreograph ideas into a sequence?

Gymnastics: Can I explore counter balances and counter tension? Can I practise taking off and landing safely?

YEAR

4

Swimming: Can I swim competently, confidently and proficiently over a distance of at least 25 metres?

Swimming: Can I use a range of strokes effectively?

Swimming: Can I perform safe self-rescue in different water based situations?

YEAR

3

Health & Wellbeing: Can explore relaxation techniques to help combat feelings of anxiety?

Dance: Weather/Wild Animals: Can I respond to different stimuli and maintain characters to add drama and emotion to the dance?

Gymnastics: Can I apply canon and unison to create sequences? Can I explore balances in symmetrical and asymmetrical ways?

YEAR

2

Gymnastics: Can I link movements and balances together while travelling along a variety of pathways?

Dance: Water/Explorers: Can I use my whole body to create sequences of movement?

Team Building: Can I apply teamwork and ensure that everyone is included?

YEAR

1

Team Building: Can I explore why it is important to include everyone when working as a team?

Dance: Can I respond to stimuli (zoo animals/heroes) using a range of movements?

Gymnastics: Can I explore movements and balances in wide, narrow and curled ways?

**EYFS
Cycle 2**

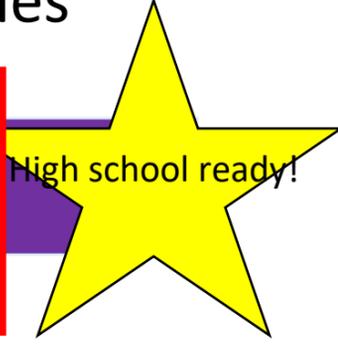
Gymnastics: Can I create movements in high and low ways?

Dance: Can I explore character movements with a partner?

Dance: Can I create movement sequences that relate to nursery rhymes?

Gymnastics: Can I create movements in big and small ways?

**EYFS
Cycle 1**



**YEAR
6**

Invasion Games: Can I consistently apply effective attack and defense skills, applying decision making in order to keep possession?

Net/Wall: Can I create, apply and evaluate tactics in singles and doubles games.

Striking & Fielding: Can I apply effective tactics for both striking and fielding?

High school ready!

**YEAR
5**

Striking & Fielding: Can I create and apply tactics for both batting, and fielding?

Net/Wall: Can I develop my ability to serve and to volley?

Invasion Games: Can I develop tactics for both attacking and defending? Can I create attacks effectively?

**YEAR
4**

Invasion Games: Can I create simple attacking tactics in order to move the ball up the pitch?

Net/Wall: Can I use forehand and backhand techniques? Can I create space to win a point?

Striking & Fielding: Can I apply fielding skills such as throwing and stopping the ball to keep the batter's score low?

**YEAR
3**

Striking & Fielding: Can I explore the concepts and rules to striking and fielding games?

Net/Wall: Can I understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques?

Invasion Games: Can I apply the principles of attack vs defence, focusing on passing, moving, dribbling and shooting?

**YEAR
2**

Ball skills: Can I use my dribbling skills to keep possession?

Attack & Defence: Can I create simple defending and attacking tactics?

Bats & Balls: Can I use my striking skills to send the ball into the air?

**YEAR
1**

Bats & Balls: Can I control a racquet and use a ball & racquet accurately?

Attack & Defence: Can I develop pupils' ability to apply simple principles of attack vs defence?

Ball skills: Can I use my hands and feet to apply effective dribbling skills?

**EYFS
Cycle 2**

Games for Understanding: Can I explore why we need to follow the rules and keep the score during a game?

Bats Balls & Balloons: Can I explore different ways of pushing/hitting a balloon?

Ball Skills: Can I use my feet to control and move a ball?

Ball Skills: Can I use my hands to control and move a ball?

**EYFS
Cycle 1**

High school ready!

YEAR

6

Athletics: Can I apply my knowledge, understanding and skills into a series of competitions?

Athletics: Can I apply the correct techniques when competing in team events?

YEAR

5

Hurdling: Can I develop my understanding on how to hurdle effectively?

Throwing: Can I develop my technique when throwing in different athletic events?

Running/Sprinting: Can I run and sprint effectively and as part of a team?

YEAR

4

Sprinting: Can I develop my own sprinting technique and analyse my own performance?

Running: Can I compare sprinting to running for distance?

Jumping/throwing: Can I throw for distance with javelins? Can I explore the triple jump?

YEAR

3

Jumping/throwing: Can I learn how to jump as far as possible and compare throwing accurately with throwing for distance?

Running: Can I run as fast as possible, exploring the correct technique individually and within teams?

YEAR

2

Dodging: Can I apply my knowledge of how, where and why to dodge?

Jumping: Can I jump in combination and link jump?

YEAR

1

Jumping: Can I use my arms and legs to apply the correct jumping techniques?

Running: Can I apply the correct techniques to ensure maximum speed?

**EYFS
Cycle 2**

Jumping: Can I explore jumping, in different directions, at different speeds, different levels, heights and distances?

**EYFS
Cycle 1**

Walking: Can I explore walking using different body parts in different directions, at different levels and at different speeds?

High school ready!

YEAR

6

World War One and Two
What was the impact of the two World Wars on Britain?
British Empire
When and why did we create the British Empire?

Ancient Greeks
What did the Ancient Greeks bring to the World?

YEAR

5

Mayan Civilisation
Who were the Mayans and what have we learned from them?

Windrush
What has been the impact of immigration on Britain over the past 100 years?

Victorians
What impact did the Industrial Revolution have on Lancashire?

YEAR

4

Anglo-Saxons
Who were the Anglo Saxons and what influence do they have on life today?

Anglo Saxons & Vikings
How did Britain change between the end of the Roman occupation and 1066?

Ancient Egypt
Why was the Egyptian civilisation ahead of its time?

YEAR

3

The Romans
How did Britain change between the end of the Iron Age and the end of the Roman occupation?

Changes in Britain – Stone Age to Iron Age
How did Britain change between the beginning of the Stone Age and the end of the Iron Age?

YEAR

2

L.S Lowry
Who are the famous people that have made an impact on the world?

Great Fire of London
What lessons have we learned from the Great Fire of London?

Florence Nightingale
Who were the famous black people that have contributed to improving our world?

YEAR

1

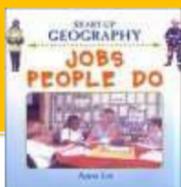
Neil Armstrong
Who was the first person to walk on the moon and why was it important?

Castles
Why do we have castles?

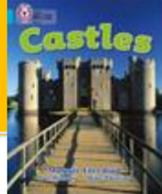
Grandparents
What was my grandparents childhood like?

**EYFS
Cycle 2**

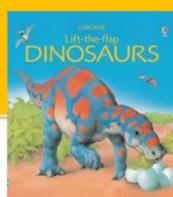
People Who help us



Terrific Tales - Castles



Dinosaurs



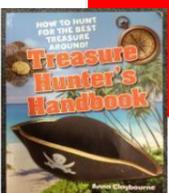
Space



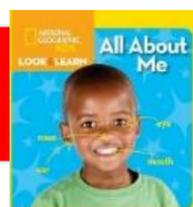
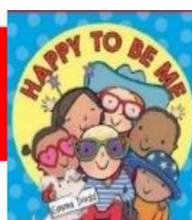
Fun at the seaside – then and now



Pirates



All about me



**EYFS
Cycle 1**

High school ready!

YEAR 6

6

Light

Can I explain how light travels in straight lines?

Electricity

Can I compare and give reasons for variations in how components function and can I use symbols in a diagram?

All Living Things

Can I give reasons for classifying plants and animals based upon specific characteristics?

Circulatory System

Can I identify and name the main components of the human circulatory system?

Evolution and Inheritance

Can I recognise that living things have changed over time and that animals and plants are adapted to their environment?

Looking after our environment

YEAR 5

5

Forces

Can I explain gravity and identify effects of air resistance?

Earth and Space

Can I describe the movement of the earth and other planets in relation to the Sun, and explain the process of the night and day cycle?

All Living Things – Life Cycles

Can I describe the differences in the life cycles of a mammal, amphibian, insect and a bird?

Growth

Can I describe the life process of some plants and animals?

Properties and changes of materials

Can I explore how some materials can dissolve to form a solution and use knowledge to decide how to separate mixtures?

YEAR 4

4

Electricity: Simple Circuits

Can I construct a simple circuit and name its parts?

State of Matter

Can I compare and group materials together according to whether they are solids, liquids or gases?

Animals incl humans – teeth

Can I identify the different types of teeth and also construct a food chain?

Animals incl humans

Can I construct and interpret a variety of food chains?

Classification

Can I classification keys to group and name living things?

Sound – Pitch

Can I identify how sounds are made and find patterns with pitch and volume?

YEAR 3

3

Forces and Magnets

Can I observe how magnets attract or repel each other and attract some materials and not others?

Plants

Can I identify and describe the functions of different parts of a flowering plant?

Animals inc skeletons

Can I identify that animals and humans need nutrition, and that humans and some animals have skeletons and muscles for support, movement and protection?

Scientific enquiry

Rocks

Can I compare different types of rock based upon their properties and can I describe how fossils are formed?

Light Reflection

Can I recognise that I need light to see things and do I know how shadows are formed?

YEAR 2

2

Uses of Everyday Materials

Can I identify and compare the suitability of everyday materials?

All Living Things and Habitats (Around the world)

Can I identify and name living things in their habitats and can I use a food chain?

Animals incl Humans

Can I find out and describe the basic needs of animals and notice that animals have offspring?

Animals inc Humans

Life cycles

Can I find out about and describe the basic needs of animals, including humans for survival?

All Living Things and Habitats

Can I 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?

Plants

Can I find out and describe what plant seeds need to grow and stay healthy?

YEAR 1

1

Plants

Can I identify and name a variety of plants and describe their basic structure?

Seasons

Can I observe changes across the four seasons?

Animals incl Humans

Can I identify and name common animals, describe and compare their structure?

Senses

Can I identify, name and label the basic parts of the human body and say which part is associated with each sense?

Everyday Materials

Can I distinguish an object from the material from which it is made, identify materials and describe their properties?

Amazing animals & Dinosaurs

Farm



Space



Fun at the seaside – recycling & weather



EYFS Cycle 2

Food and Growth



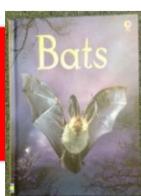
Minibeasts



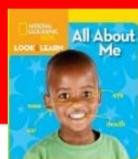
Cold places/weather



Light and Dark



All about me



EYFS Cycle 1



YEAR 6

Steady Hand Games
Can I design and develop a steady hand game using a series circuit, including housing and backboard?

Navigating the World
Can I design and program a navigation tool to produce a multifunctional device for trekkers?

Playgrounds
Can I research playground equipment, design and develop a range of apparatus to meet specified design criteria?

YEAR 5

Bridges
Can I analyse various types of bridge, explore materials and sources, before marking, sawing and assembling a bridge?

Stuffed Toys
Can I design a stuffed toy and make decisions on materials, decorations and attachments after learning how to sew a blanket stitch?

Gears and Pulleys
Can I create, explain and improve working pulley and gears systems?

YEAR 4

Torches
Can I evaluate a range of existing torches and their features, then develop a new functional torch design?

Mindful Moments Timers
Can I explore the concept of mindfulness and writing design criteria to develop a programmed product for timing a mindful moment?

Pavilions
Can I investigate frame structures to improve their stability, then design and create a pavilion?

YEAR 3

Product Packaging
Can I explore how 3D shell structures are created from nets and used in packaging?

Cross Stitch and Appliqué
Can I learn and two new sewing techniques and utilise these skills to design and make a cushion?

Pneumatic Toys
Can I explore pneumatic systems, apply this to design and make a pneumatic toy?

YEAR 2

Fairground Wheels
Can I design and create a functional fairground wheel so that the wheel rotates and the structure stands freely?

Pouches
Can I learn how to sew a running stitch ready to design, make and decorate a pouch using a template?

A Chair for Baby Bear
Can I explore stability and methods to strengthen structures, to understand the chair's weaknesses and develop an improved solution?

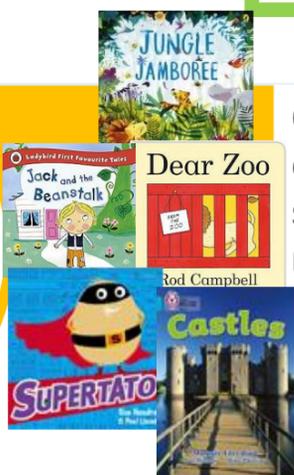
YEAR 1

Windmills
Can I explore windmills, identifying their key features and constructing a windmill?

Simple Stitches
Can I learn to make stitches with a needle and thread and design and stitch a picture on bunting?

Moving Storybooks
Can I explore slider mechanisms to design, make and evaluate a moving storybook?

EYFS Cycle 2



Can I create collaboratively, sharing ideas, resources and skills?



Can I explore, use and refine a variety of artistic effects to express their ideas and feelings?

Can I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park?



Can I explore different materials freely, to develop their ideas about how to use them and what to make?



EYFS Cycle 1

High school ready!

YEAR 6

Painting and mixed media: Artist Study
Can I explore the meaning behind different artist's work? Banksy 2000+

Craft and design: Photo opportunity
Can I explore design choices in digital photography?

Sculpture and 3D: Making memories
Can I plan and create a 3D sculpture?

YEAR 5

Sculpture and 3D: Interactive installations
Can I construct a 3D art installation? Cai Guo-Qiang

Drawing: Depth, emotion and movement
Can I explore mark making to show depth, emotion and movement?

Painting and mixed media: Portraits
Can I create a mixed media self-portrait? Andy Warhol 1928-1987

YEAR 4

Drawing: Exploring tone, texture and proportion. Can I explore tone, texture and proportion to create realistic drawings? Picasso 1881-1973

Craft and design: Fabric of nature
Can I learn about textile fabric and patterns?

Sculpture and 3D: Mega materials
Can I use a variety of materials to make sculpts? Barbara Hepworth & Sokari Douglas-Camp

YEAR 3

Sculpture and 3D: Abstract shape and space
Can I create a 3D sculpture from different materials? Anthony Caro

Painting: Prehistoric painting
Can I apply my knowledge of colour mixing and painting techniques to create a finished piece?

Drawing: Developing drawing skills
Can I explore scale to create an abstract botanical print? Monet 1840-1926

YEAR 2

Drawing: Understanding tone and texture
Can I explore how artists use tone and texture? Lowry 1887-1976

Painting and mixed media: Life in colour
Can I compose a collage, choosing and arranging materials for effect? Romare Bearden

Sculpture and 3D: Clay houses.
Can I make a 3D clay tile from a drawn design? Rachel Whiteread

YEAR 1

Sculpture and 3D: Paper play
Can I work collaboratively to make a sculpture and paint it?

Craft and design: Woven wonders
Can I weave using different techniques? Cecilia Vicuna

Drawing: Exploring line and shape Can I make observational drawings using different materials? Leonardo Da Vinci 1452-1519

EYFS Cycle 2

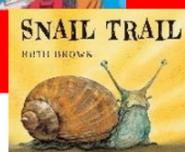
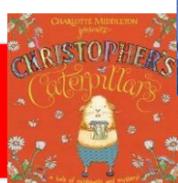


Can I explore different materials freely,? Can I develop my own ideas? Can I join different materials and explore different textures?

Can I notice patterns? Can I explore paint?

Can I explore colour and colour-mixing?

Can I draw with increasing complexity and detail? Use drawing to represent ideas? Can I show different emotions in their drawings?



Can I explore, use and refine a variety of artistic effects to express their ideas and feelings. Can I work collaboratively, sharing ideas, resources and skills.

EYFS Cycle 1

High school ready!

YEAR

6

Come Dine with Me

Can I select three recipes to create a three-course meal, including exploring basic tastes and complementary flavours?

Developing a recipe

Can I learn a simple bolognese recipe and adapt it to improve nutritional content?

YEAR

5

Adapting a Recipe

Can I adapt an existing biscuit recipe while considering the cost of ingredients and other expenses against a set budget?

YEAR

4

Eating Seasonally

Can I learn about seasonal foods and create a seasonal food tart?

YEAR

3

YEAR

2

Balanced Diet

Can I learn about the importance of a balanced diet and use that knowledge to create a tasty wrap?

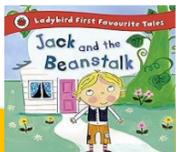
YEAR

1

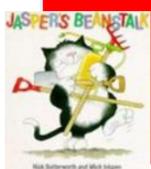
Smoothies

Can I cut and juice fruits and vegetables to create a smoothie that meets a design brief?

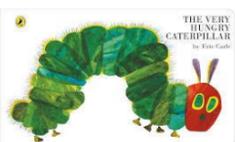
EYFS
Cycle 2



Do I know and talk about the different factors that support their overall health and wellbeing including healthy eating?

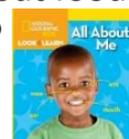


Can I develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: knives, forks and spoons?



EYFS
Cycle 1

Can I make healthy choices about food and drink?



High school ready!

YEAR

6

Can I create a spreadsheet with a specific purpose?

Can I use my previous knowledge to create a number of different programs to suit a purpose?

YEAR

5

Can I design a model, print it as a 2D net and then create a 3D model?

Can I use online programs collaboratively to create a concept map?

Can I design and make my own game?

Can I understand how to word questions so that they can be effectively answered using a search of my database?

Can I create loops using the timer and "if/else" statements?

Can I think about what I share online?

YEAR

4

Can I create an "if/else" statement in my program?
Can I determine whether activities infringe another's copyright?

Can I interpret a variety of incoming communications and use them to build up the details of a story?
Can I use this information to create a newspaper report, using an online program?
Can I create algorithms to create logos using repetition?

Can I make a simple animation?
Can I analyse the contents of a web page for clues about the credibility of the information?
Can I explain the function of the different parts of a computer?

YEAR

3

Can I create a branching database?
Can I evaluate a simulation to determine its usefulness for purpose?
Can I produce and share graphs made on the computer?

Can I start to touch type using my left and right hands?
Can I read and respond to a series of email communication?

Can I create a variable in a program?
Can I identify some effects of playing/watching inappropriate content?

YEAR

2

Can I create a computer program?
Can I explain what a digital footprint is?

Can I use a database to answer search questions?
Can I identify the basic parts of a web search engine search page?

Can I use a program to create art by repeating patterns in a variety of ways?
Can I create my own tune using some of the chosen sounds?
Can I use a variety of software to manipulate and present digital content and information?

YEAR

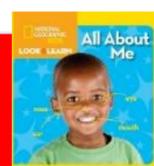
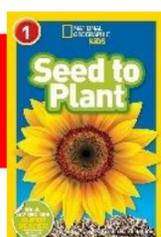
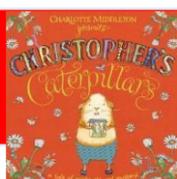
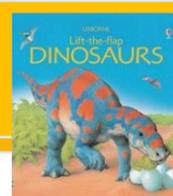
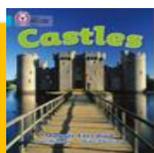
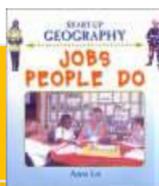
1

Can I design and create a simple program?
Can I use a spreadsheet to help work out a fair way to share items?
Can I consider different types of technology used in school and out of school?

Can I use direction keys to move a character?
Can I add text and pictures to a page, change the size of the text and the font?

Can I use technology safely?
Can I print out a page from the internet?

**EYFS
Cycle 2**



**EYFS
Cycle 1**



**YEAR
6**

What matters most to Christians and Humanists?
What difference does it make to believe in ahimsa, grace and/or ummah?

Is it better to express your beliefs in arts and architecture or in charity and generosity?

What do religions say when life gets hard?
What can be done to reduce racism? Can religion help?
How and why should religious communities do more to care for the Earth?

**YEAR
5**

What would Jesus do? Can we live by the values of Jesus in 21st century?

If God is everywhere, why go to a place of worship?

Why do some people think God exists?
What does it mean to be a Muslim in Britain today?

**YEAR
4**

What does it mean to be a Hindu in Britain today?
Why are religious festivals so important?

How does family life and festivals show what matters to Jewish people?
Why is Jesus so inspiring to some people?

Why do some people think life is like a journey and what significant experiences mark this?
What can we learn from religions in deciding what's right and wrong?

**YEAR
3**

Why do people pray?
What does it mean to be a Christian in Britain today?

Why is the Bible so important to Christians?

What do different people believe about God?

**YEAR
2**

Who are Muslims and what do they believe?

What makes some places sacred?

What does it mean to belong to a faith community?

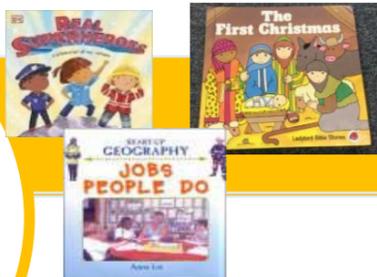
**YEAR
1**

What can we learn from sacred books?

How and why do we celebrate special times?

How should we care for others and the living world?
Who is Christian and what do they believe?

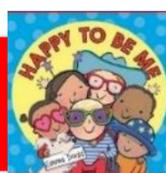
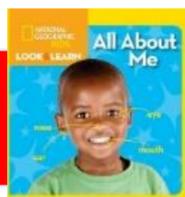
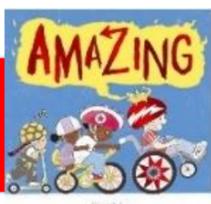
**EYFS
Cycle 2**



Can I know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class?

Can I show sensitivity to my own and other's needs?

Light and Dark
Festivals – Christmas, Easter, Ramadan, Eid, Chinese New year, Diwali
Mini-Beasts – Life cycles



**EYFS
Cycle 1**

High school ready!

YEAR

6

Being Me in My World
Can I explain how my choices can have an impact on people in my immediate community and globally?

Celebrating Difference
Can I explain ways in which difference can be a source of conflict or a cause for celebration?

YEAR

5

Celebrating Difference
Can I explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation?

Being Me in My World
Can I compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place?

YEAR

4

Being Me in My World
Can I explain why being listened to and listening to others is important in my school community?

Celebrating Difference
Can I explain why bullying might be difficult to spot and what to do about it if I'm not sure?

YEAR

3

Celebrating Difference
Can I describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen?

Being Me in My World?
Can I explain how my behaviour can affect how others feel and behave?

YEAR

2

Being Me in My World
Can I explain why my behaviour can impact on other people in my class?

Celebrating Difference
Can I explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

YEAR

1

Celebrating Difference
Can I tell you some ways that I am different and similar to other people in my class, and why this makes us all special?

Being Me in My World
Can I explain why my class is a happy and safe place to learn?

EYFS
Cycle 2

Celebrating Difference
Identifying talents
Being special
Families
Where we live
Making friends
Standing up for yourself

Being Me in My World
Self identity
Understanding feelings
Being in a classroom
Being gentle
Rights and responsibilities

EYFS
Cycle 1

High school ready!

YEAR

6

Dreams & Goals
Can I explain different ways to work with others to help make the world a better place?

Healthy Me
Can I explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others?

Healthy Me
Can I explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy?

Dreams & Goals
Can I compare my hopes and dreams with those of young people from different cultures?

YEAR

5

YEAR

4

Dreams & Goals
Can I plan and set new goals even after a disappointment?

Healthy Me
Can I recognise when people are putting me under pressure and can explain ways to resist this when I want to?

Healthy Me
Can I identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help?

Dreams & Goals
Can I explain the different ways that help me learn and what I need to do to improve?

YEAR

3

YEAR

2

Dreams & Goals
Can I explain how I played my part in a group and the parts other people played to create an end product? Can I explain how our skills complemented each other?

Healthy Me
Can I explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices?

Healthy Me
Can I explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy?

Dreams & Goals
Can I explain how I feel when I am successful and how this can be celebrated positively?

YEAR

1

EYFS
Cycle 2

Healthy Me
Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
safety

Dreams & Goals
Challenges
Perserverance
Goal setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

EYFS
Cycle 1

High school ready!

YEAR

6

Relationships

Can I identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control?

Changing Me

Can I describe how a baby develops from conception through the nine months of pregnancy, and how it is born?

YEAR

5

Changing Me

Can I explain how boys and girls change during puberty and why looking after myself physically and emotionally is important?

Relationships

Can I compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure?

YEAR

4

Relationships

Can I recognise how people are feeling when they miss a special person or animal?

Changing Me

Can I summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older?

YEAR

3

Changing Me

Can I explain how boys' and girls' bodies change on the inside/outside during the growing up process?

Relationships

Can I explain how my life is influenced positively by people I know and also by people from other countries?

YEAR

2

Relationships

Can I explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special?

Changing Me

Can I use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private? Can I explain why some types of touches feel OK and others don't?

YEAR

1

Changing Me

Can I compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older? Can I use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private?

Relationships

Can I explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships?

**EYFS
Cycle 2**

Relationships

Family life
Friendships
Falling out
Dealing with bullying
Being a good friend

Changing Me

Bodies
Respecting my body
Growing up
Growth and change
Fun and fears
Celebrations

**EYFS
Cycle 1**

High school ready!

YEAR

6

Perform

Can I improvise and compose using interrelated dimensions?

Compose

Can I write music using staff and musical notation?

Composers & History

Can I appreciate the works of a great composer Copland 1900-1990?

YEAR

5

Composers & History

Can I appreciate the works of a great composer Greig 1843-1907?

Compose

Can I listen with attention to detail music from other countries and start to use musical notation?

Perform

Can I improvise and compose using interrelated dimensions?

YEAR

4

Perform

Can I play and perform with increasing accuracy and fluency?

Appreciation

Can I listen with attention to detail music from other countries?

Composers & History

Can I appreciate the works of a great composer Beethoven 1770-1827?

YEAR

3

Composers

Can I appreciate the works of a great composer Vivaldi 1687-1741?

Appreciation

Can I listen with attention to detail music from other countries?

Perform

Can I play and perform with increasing accuracy and fluency?

YEAR

2

Perform

Can I play musical instruments tuned and un-tuned?

Singing and listening

Can I use my voice to sing songs and chants from around the world?

History

Can I appreciate the works of Purcell 1659-1695?

YEAR

1

History

Can I appreciate different styles of music?

Listening

Can I listen to a range of music from around the world?

Perform

Can I use my voice to sing songs and chants?

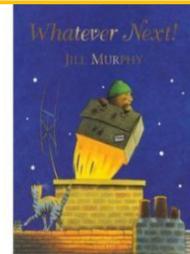
**EYFS
Cycle 2**

Superhero's



Terrific Tales

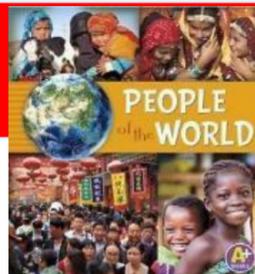
Space



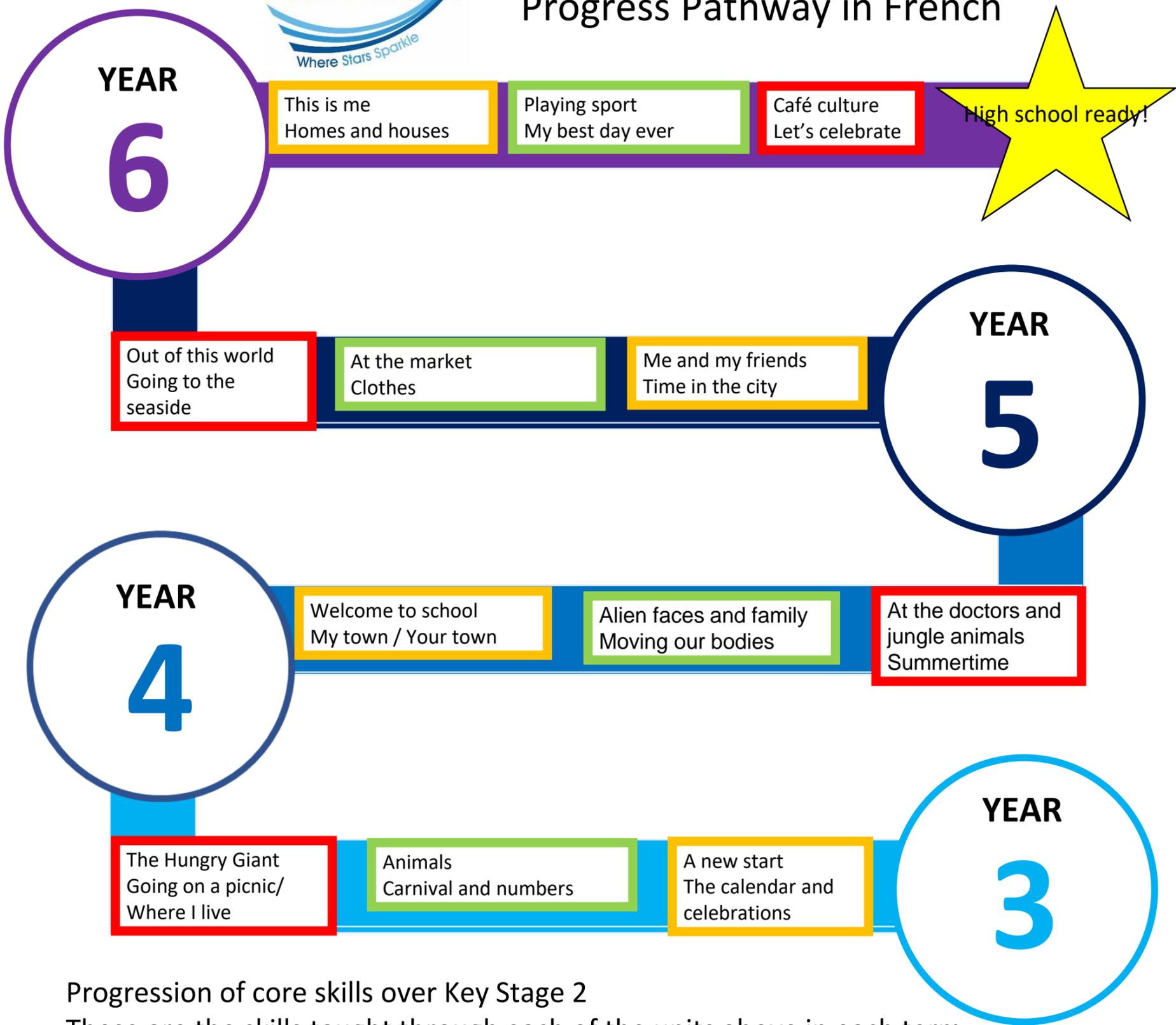
Weather



People of the World



**EYFS
Cycle 1**



Progression of core skills over Key Stage 2

These are the skills taught through each of the units above in each term.

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Year 3	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker.	Can recognise and <u>read out a few familiar words and phrases</u> .	Can write or copy a few simple <u>words</u> or symbols as an emergent writer of the target language.
Year 4	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	<u>Can ask and answer simple questions and give basic information.</u> Can pronounce familiar words and some new words accurately.	Can <u>understand simple written phrases.</u> Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Year 5	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions.</u> Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can <u>understand the main point(s) from a short, written passage in clear printed script.</u> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response</u> , using reference materials/ with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 6	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions.</u> Generally accurate pronunciation (to a sympathetic native speaker)	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.)</u> Can use bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.

High school ready!

YEAR

6

Can I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect?

Can I choose the appropriate form and register for the audience and purpose of the writing?

Can I start sentences in different ways?

Can I develop characters through action and dialogue?

Can I discuss audience and the purpose of writing?

YEAR

5

YEAR

4

Can I compose sentences using a range of sentence structures?

Can I use a range of sentences which have more than one clause?

Can I use direct speech in my writing?

YEAR

3

Can I compose sentences using a wider range of structures?

Can I write a narrative with a clear structure, setting, character and plot?

Can I write non-narrative using simple organisational device such as headings and sub-headings?

YEAR

2

Can I write narratives about personal experiences and those of others, both real and fictional?

Can I write for different purposes, including real events?

Can I plan and discuss the content of writing and record my ideas?

Can I compose a sentence orally before writing it?

Can I leave spaces between words?

Can I sequence sentences in chronological order to recount an event or experience?

YEAR

1

Can I participate in small group, class and 1-to-1 discussion using recently introduced vocabulary?

Can I express my ideas and feelings about my experiences using full sentences?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I write recognisable letters, most of which are correctly formed?

Can I write simple phrases and sentences that can be read by others?

Can I invent, adapt and recount narratives and stories with my peers and teachers?

EYFS

High school ready!

YEAR

6

Can I distinguish between homophones and other words which are often confused?

Can I spell the commonly mis-spelt words from the Y5/6 word list?

Can I spell words with silent letters?

Can I convert nouns or adjectives into verbs by adding a suffix?

Can I convert nouns or adjectives into verbs by adding a suffix?

YEAR

5

YEAR

4

Can I spell words with prefixes and suffixes and add them to root words?

Can I spell the commonly mis-spelt words from the Y3/4 word list?

Can I recognise and spell homophones?

YEAR

3

Can I identify the root word in a longer word?

Can I use the first two or three letters of a word to check its spelling in a dictionary?

Can I spell words correctly which are in a family?

YEAR

2

Can I identify phonemes in unfamiliar words and use syllables to divide words?

Can I spell words with alternative spellings?

Can I segment spoken words into phonemes and record these as graphemes?

Can I identify known phonemes in unfamiliar words?

Can I use letter names to show alternative spellings of the same phoneme?

Can I use syllables to divide words when spelling?

YEAR

1

Can I spell words by identifying sounds in them and representing sounds with a letter or letters?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I say a sound for each letter in the alphabet and at least 10 digraphs?

EYFS

High school ready!

YEAR

6

Can I vary sentence structure depending whether formal or informal?

Can I use the passive voice?

Can I use relative clauses?

Can I use adverbs or modal verbs to indicate a degree of possibility?

Can I build cohesion between paragraphs?

YEAR

5

YEAR

4

Can I use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases?

Can I use inverted commas and other punctuation to indicate direct speech?

Can I fronted adverbials?

YEAR

3

Can I use headings and subheadings?

Can I express time, place and cause by using conjunctions, adverbs and prepositions?

Can I use the present perfect form of verbs instead of the simple past?

YEAR

2

Can I consistently use the present tense and past tense correctly?

Can I use expanded noun phrases?

Can I use subordination and co-ordination?

YEAR

1

Can I combine words to make a sentence?

Can I join two sentences using 'and'?

Can I sequence sentences to form a narrative?

Can I write simple phrases and sentences that can be read by others?

Refer to the Intent Planning and Long Term Plans on the school's website to show how these skills relate to other areas of the EYFS framework.

Can I make use of conjunctions with modelling from the teacher?

Can I express my ideas using full sentences, including the use of the past, present and future tenses?

EYFS

High school ready!

YEAR

6

Can I write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters?

Can I choose the writing implement that is best suited for a task?

Can I choose the writing implement that is best suited for a task?

Can I write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters?

YEAR

5

YEAR

4

Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

Can I increase the legibility, consistency and quality of my handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?]

Can I increase the legibility, consistency and quality of my handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?]

Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

YEAR

3

YEAR

2

Can I form lower-case letters of the correct size relative to one another?

Can I start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?

Can I use spacing between words that reflects the size of the letters?

Can I understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and begin to practise these?

Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place?

Can I form digits 0-9?

YEAR

1

Can I write recognisable letters, most of which are correctly formed?

Can I hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases?

Can I use a comfortable grip with good control when holding pens and pencils?

EYFS

High school ready!

YEAR

6

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar new words?

Can I read fluently, using punctuation to inform meaning?

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

5

YEAR

4

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

3

Can I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words?

Can I read further exception words, noting the unusual correspondences between spelling and sound?

Can I pronounce unfamiliar words drawing on prior knowledge of similar looking words?

YEAR

2

Can I decode automatically and fluently?

Can I blend sound in words that contain the graphemes we have learned?

Can I recognise and read alternative sounds for graphemes?

Can I match all 40+ graphemes to their phonemes?

Can I blend sounds in unfamiliar words?

Can I divide words into syllables?

YEAR

1

Can I say a sound for each letter in the alphabet and at least 10 digraphs?

Refer to the Reading in EYFS document on the school's website for further skills.

Can I read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words?

Can I read words consistent with my phonic knowledge by sound blending?

EYFS

High school ready!

YEAR

6

Can I recognise texts that contain features from more than one text type?

Can I identify the key points in a text?

Can I talk about a wide range of books and text types?

Can I identify significant ideas, events and characters; and discuss their significance?

Can I read non-fiction texts and identify the purpose, structure and grammatical features?

YEAR

5

YEAR

4

Can I discuss and record words and phrases that writers use to engage and impact on the reader?

Can I explain the meaning of words in context?

Can I infer meanings and begin to justify with evidence?

YEAR

3

Can I read a range of fiction, poetry, plays and non-fiction texts?

Can I predict what might happen based on details I have?

Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions?

YEAR

2

Can I talk about and give an opinion on a range of texts?

Can I discuss the sequence of events in books and how they relate to each other?

Can I use prior knowledge, including context and vocabulary, to understand texts?

Can I say what I like and do not like about a text?

Can I link what I have heard or read to my experiences?

Can I retell key stories orally using narrative language?

YEAR

1

Can I offer explanations for why things might happen, making use of the new words that I have learnt?

Can I anticipate key events in the text?

Refer to the Reading in EYFS document on the school's website for further skills.

Can I listen attentively and respond to what I hear with questions, comments and actions?

Can I show my understanding by retelling stories using my own words and new words that I have learnt?

EYFS

High school ready!

YEAR

6

Can I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary?

Can I explain ideas and opinions giving reasons and evidence?

Can I develop my ideas and opinions, providing relevant detail?

Can I adapt my spoken language depending on the audience, purpose or context?

Can I engage the listener by varying my expression and vocabulary?

YEAR

5

YEAR

4

Can I ask questions to clarify or develop my understanding?

Can I show that I understand the main point and the details in a discussion?

Can I adapt what I am saying to the needs of the listener?

YEAR

3

Can I take part in paired and group discussions?

Can I vary the amount of detail and choice of vocabulary?

Can I sequence and communicate ideas in an organised and logical way?

YEAR

2

Can I ask questions to get more information and clarify meaning?

Can I talk in complete sentences?

Can I decide when I need to use specific vocabulary?

YEAR

1

Can I speak clearly and confidently in front of people in my class?

Can I re-tell a well known story and remember the main characters?

Can I hold attention when playing and learning with others?

Can I hold a conversation when engaged in back-and-forth exchanges with my teacher and peers?

Can I give focused attention to what the teacher says?

Refer to the Spoken Language in EYFS document on the school's website for further skills.

Can I make comments about what I have heard and ask questions?

Can I listen attentively and respond to what I hear with questions, comments and actions?

EYFS

High school ready!

YEAR

6

Can I identify common factors, common multiples and prime numbers?

Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication?
Can I 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?

YEAR

5

Can I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign?

Can I multiply and divide numbers mentally drawing upon known facts?
Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?

Can I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers?

YEAR

4

Can I recall multiplication and division facts for multiplication tables up to 12×12 ?

Can I multiply two-digit and three-digit numbers by a one-digit number using formal written layout?

Can I solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects?

YEAR

3

Can I 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?

Can I 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 methods?

Can I recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables?

YEAR

2

Can I recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers?

Can I calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs?
Can I show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot?

Can I solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts?

Can I 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?

YEAR

1

*For EYFS progression pathway please refer to documentation found on school website

EYFS
Cycle 2

EYFS
Cycle 1



YEAR

6

Can I use negative numbers in context, and calculate intervals across zero?

Can I read, write, order and compare numbers up to 10 000 000 and determine the value of each digit?
Can I round any whole number to a required degree of accuracy?

YEAR

5

Can I read Roman numerals to 1000 (M) and recognise years written in Roman numerals?
Can I recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)?

Can I read, write, order and compare numbers up to 1 000 000 and determine the value of each digit?
Can I round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000?

Can I interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero?

YEAR

4

Can I count in multiples of 6, 7, 9, 25 and 1000?
Can I find 1000 more or less than a given number?
Can I count backwards through zero to include negative numbers?

Can I recognise the place value of each digit in a four-digit number?
Can I order and compare numbers beyond 1000?
Can I round any number to the nearest 10, 100 or 1000?

Can I identify, represent and estimate numbers using different representations?
Can I 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?

YEAR

3

Can I identify, represent and estimate numbers using different representations?
Can I read and write numbers up to 1000 in numerals and in words

Can I recognise the place value of each digit in a three-digit number?
Can I compare and order numbers up to 1000?

Can I count from 0 in multiples of 4, 8, 50 and 100?
Can I find 10 or 100 more or less than a given number?

YEAR

2

Can I recognise the place value of each digit in a two-digit number?

Can I compare and order numbers from 0 up to 100; use <, > and = signs?

Can I identify, represent and estimate numbers using different representations, including the number line?
Can I read and write numbers to at least 100 in numerals and in words?

YEAR

1

Can I read and write numbers from 1 to 20 in numerals and words?
Can I read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs?

Can I identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least?

Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?
Can I count, read and write numbers to 100 in numerals?
Can I count in multiples of twos, fives and tens?

*For EYFS progress pathway please refer to documentation on school website

**EYFS
Cycle 2**

**EYFS
Cycle 1**

High school ready!

YEAR

6

Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius?

Can I draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes?

YEAR

5

Can I identify 3-D shapes, including cubes and other cuboids, from 2-D representations?

Can I distinguish between regular and irregular polygons based on reasoning about equal sides and angles?

Can I use the properties of rectangles to deduce related facts and find missing lengths and angles?

YEAR

4

Can I compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes?

Can I identify lines of symmetry in 2-D shapes presented in different orientations?

Can I complete a simple symmetric figure with respect to a specific line of symmetry?

YEAR

3

Can I recognise 3-D shapes in different orientations and describe them?

Can I make 3-D shapes using modelling materials?

Can I draw 2-D shapes? Can I identify horizontal and vertical lines and pairs of perpendicular and parallel lines?

YEAR

2

Can I identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line?

Can I compare and sort common 2-D and 3-D shapes and everyday objects?

Can I identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces?

YEAR

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Can I recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)?

Can I recognise and name common 2-D shapes (e.g. Square, circle, triangle)?

*For EYFS progress pathway please refer to documentation on school website

**EYFS
Cycle 2**

**EYFS
Cycle 1**