

Fox Wood School



Curriculum Progression

Maths

| Step | Number | Shape & Measurement | Statistics & Probability |
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| ES1 | <p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p> | | |
| ES2 | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people , events or objects.</p> | | |
| ES3 | <p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> | | |
| ES4 | <p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> | | |
| ES5 | <p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult’s attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p> | | |
| ES6 | <p>To begin to develop 1:1 correspondence skill.</p> <p>To begin to develop early problem-solving skills.</p> | <p>To be able to demonstrate the beginnings of object permanence by searching for objects which have gone out of sight, hearing or touch.</p> <p>To be able to match big and small objects.</p> | |

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| | <p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p> <p>To develop an awareness of difference and change.</p> <p>To show an awareness of number activities.</p> <p>To show an awareness of counting.</p> <p>To follow sequences of pictures or numbers.</p> | <p>To be able to show an interest in position of objects.</p> <p>To be able to show an interest in relationship between objects.</p> <p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p> | |
| PS1 | <p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>To develop visual discrimination and visual awareness skills.</p> <p>To develop early matching and sorting skills.</p> <p>To continue to develop early problem solving skills.</p> <p>To show some understanding of the sequence of numbers.</p> <p>To be able to indicate one (or two).</p> <p>To show awareness of contrasting quantities.</p> | <p>To be aware of usual location of familiar objects.</p> <p>To be able to find 'big' or 'small' from choice of two.</p> <p>To be able to compare sizes where there is a marked difference.</p> <p>To be able to explore the position of objects.</p> <p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>To develop visual discrimination and visual awareness skills.</p> <p>To develop early matching and sorting skills.</p> | <p>To be able to find an object with one specific characteristic, e.g. an object that is: green, hard, little, etc.</p> <p>To be able to group similar objects into simple sets with support, e.g. cars, animals, etc.</p> <p>To begin to identify a property to classify objects by, e.g. different coins are all money, etc.</p> <p>To be able to sort objects with obvious distinctions.</p> |
| PS2 | <p>To consistently demonstrate an awareness of object permanence in a range of situations and settings.</p> <p>To copy a two-step alternating pattern.</p> <p>To develop a solid understanding in number wholeness up to and including 3.</p> <p>To reliably count out up to (and including) 3 items from an open count.</p> | <p>To be able to search for objects not found in their usual place.</p> <p>To be able to sort two sets of objects where the difference is not great.</p> <p>To be able to respond on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations.</p> | <p>To be able to communicate what they can see in a pictogram.</p> <p>To be able to sort a range of everyday objects correctly, e.g. knives, forks and spoons in the correct compartment in a drawer.</p> <p>To make marks on a tally with support.</p> |

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| | <p>To assign one number name to one item (1:1 correspondence) during counting activities.</p> <p>To begin to develop an understanding of the terms 'more' and 'less' in practical situations.</p> <p>To be able to rote count to five.</p> <p>To recognise the numerals 1, 2 and 3.</p> <p>To demonstrate an understanding of one-to-one correspondence.</p> <p>To count reliably to three.</p> <p>To demonstrate an understanding of the concept of more.</p> | <p>To be able to manipulate three dimensional shapes.</p> <p>To independently sort items according to a single, given criterion (colour or shape).</p> | |
| PS3 | <p>To respond to mathematically based vocabulary and questions.</p> <p>To independently complete a sorting activity – sorting at least 3 items.</p> <p>To identify the 'different' item from a selection of similar items (eg. Recognise 1 blue shoe in a collection where all the others are black). To communicate why this is different through their preferred method of communication.</p> <p>To record a count by using simple marks.</p> <p>To continue an alternating (2 step) pattern. To describe this through pupils' preferred method of communication.</p> <p>To assign one number name to one item (1:1 correspondence), up to and beyond 10, during counting activities.</p> <p>To begin to use the ordinal language of 'first' and 'last'.</p> <p>To reliably count out up to (and including) 9 items from an open count.</p> <p>To be able to rote count to 10.</p> <p>To be able to count at least 5 objects reliably.</p> <p>To recognise the numerals to 5.</p> <p>To understand that the numeral always represents the quantity.</p> <p>To show an understanding of the concept of 'less'.</p> | <p>To be able to actively move forwards and backwards (or to be able to indicate the direction in which he/she is being moved).</p> <p>To be able to pick out shapes with common features from a collection of regular shapes, (e.g. all round shapes, shapes with corners, shapes with flat surfaces in this instance it is not useful to use size as a feature).</p> <p>To be able to indicate 'heavy' and 'light', when comparing two objects where there is a marked difference.</p> <p>To understand that although an object is smaller it can still be 'heavy'.</p> <p>To be able to use the terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities in practical situations.</p> <p>To explore characteristics of everyday objects and shapes.</p> <p>To recognise, create and describe patterns talking about the simple shapes they have used.</p> <p>To be able to use everyday language to talk about position.</p> | <p>To be able to represent their findings in a simple chart e.g. puts pictures of trees in one pile and pictures of flowers in another.</p> <p>To be able to record data through pictures, e.g. weather information using pictures of the sun and rain.</p> <p>To be able to complete a tally chart with minimal support.</p> |

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| | To be able to 'add one' in practical situations. | | |
| PS4 | <p>To be able to rote count beyond ten.</p> <p>To be able to count on from any given small number.</p> <p>To recognise difference in quantity (more/less).</p> <p>To recognise numerals to 9; recognising the numeral represents the quantity.</p> <p>To be able to add/ take away one in practical situations.</p> <p>To be able to use ordinal numbers (1st, 2nd, 3rd) to describe position of objects, people or events.</p> <p>To be able to estimate a small number (to 10) and check by counting.</p> <p>To be able to count forwards to 100.</p> <p>To be able to count backwards from 20.</p> <p>To be able to know the next number for any number up to 12 e.g., eight,</p> <p>To match one-to-one in counting.</p> <p>To be able to match numbers to fingers e.g., hold up 7 fingers.</p> <p>To subitise numbers up to and including 6 e.g., do children recognise arrays, 6 dots on a dice without counting?</p> <p>To begin to compare numbers e.g, know that 6 is bigger than 4.</p> <p>Know the story of 6 (3+3, 2+4 1+5, 6+0), and the stories of 5-0.</p> | <p>To be able to compare two objects directly side by side and indicate which is 'longer' or 'taller'.</p> <p>To be able to recognise the structure of their day through ordering significant events.</p> <p>To begin to understand and use the names of the days of the week in practical contexts.</p> <p>To be able to respond to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes.</p> <p>To be able to identify specific shapes from pictures, simple models or patterns.</p> <p>To compare the size of things using mathematical language e.g., Tom is taller than me.</p> <p>To recognise and name common 2D shapes.</p> <p>To recognise and name common 3D shapes.</p> <p>To be able to describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> | <p>To be able to total objects from different categories.</p> <p>To be able to populate a simple pre-drawn chart.</p> <p>To be able to extract information from a simple pictogram.</p> <p>To be able to extract information from a simple block diagram.</p> |
| PS5 | <p>To be able to count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>To count, read and write numbers to 100 in numerals.</p> <p>To be able to count in multiples of twos, fives and tens.</p> <p>When given a number, identify one more and one less.</p> | <p>To know there are 7 days in a week.</p> <p>To say the days of the week in order.</p> <p>To know there are 12 months in a year.</p> <p>To say the months of the year in order.</p> <p>To be able to identify and describe the properties of 2-D shapes,</p> | <p>To be able to ask and answer simple questions about the data they have gathered.</p> <p>To be able to asks and answer questions about totalling and comparing categorical data.</p> <p>To be able to record data simply in a range of ways: *tally chart * block diagram *pre-drawn tables</p> |

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| | <p>To be able to use the language of: equal to, more than, less than (fewer), most and least.</p> <p>To identify and represent numbers using objects and pictorial representations including the number line.</p> <p>To be able to represent and use number bonds and related subtraction facts within 20.</p> <p>To add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> | <p>including the number of sides and line symmetry in a vertical line.</p> <p>To be able to identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].</p> <p>To compare and sort common 2-D shapes and everyday objects.</p> <p>To be able to compare and sort common 3-D shapes and everyday objects.</p> <p>To identify and describe the properties of 3d shapes including the number of edges, vertices and faces.</p> <p>To be able to order and arrange combinations of mathematical objects in patterns and sequences.</p> | <p>To be able to identify the basic principles of good data collection.</p> |
| PS6 | <p>To be able to count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.</p> <p>To be able to compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>To read and write numbers to at least 100 in numerals.</p> <p>To recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>To recall and use addition and subtraction facts to 20 fluently and use related facts up to 100.</p> <p>To be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</p> | <p>To know how many days in each of the months of the year e.g, through rhyme “thirty days hath September, April, June and November”</p> <p>To know there are 60 seconds in 1 minute.</p> <p>To know there are 60 minutes in 1 hour.</p> <p>To know there are 24 hours in 1 day.</p> <p>To know there are 52 weeks in 1 year.</p> <p>To be able to draw 2-D shapes.</p> <p>To be able to make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>To be able to identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.</p> <p>To be able to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> | <p>To be able to interpret and construct a range of data:</p> <ul style="list-style-type: none"> *tally charts *block diagrams *pictograms *tables <p>To be able to answer questions about the data they have collected.</p> <p>To be able to identify if data answers a given question.</p> <p>To suggest ways in which they can present data.</p> |
| PS7 | <p>To count from 0 in multiples of 4, 8, 50 and 100.</p> | <p>To be able to tell and write the time from an analogue clock,</p> | <p>To be able to interpret and present data using:</p> <ul style="list-style-type: none"> *tally charts |

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| | <p>To find 10 or 100 more or less than a given number.</p> <p>To compare and order numbers up to 1000.</p> <p>To read and write numbers up to 1000 in numerals and in words.</p> <p>To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>To be able to represent and use number bonds and related subtraction facts within 20.</p> <p>To recall and use addition and subtraction facts to 20 fluently and use related facts up to 100.</p> <p>To be able to add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds <p>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.</p> | <p>including 12-hour and 24-hour clocks.</p> <p>To be able to identify whether angles are greater than or less than a right angle.</p> <p>To be able to compare and classify geometric shapes, including quadrilaterals – and triangles, based on their properties and sizes.</p> <p>To be able to identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>To describe positions on a 2-D grid as coordinates in the first quadrant e.g. (1,3).</p> | <p>*block diagrams *pictograms *tables</p> <p>To be able to utilise data in solving comparison questions.</p> <p>To be able to identify the most appropriate way to present data.</p> <p>To be able to solve one- and two-step questions using information presented in pictograms, scaled bar charts and tables.</p> |
| PS8 | <p>To count in multiples of 6, 7, 9, 25 and 1000.</p> <p>To find 1000 more or less than a given number.</p> <p>To order and compare numbers beyond 1000.</p> <p>To be able to read and write numbers up to 1 0000 in numerals and in words.</p> <p>To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>To be able to recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> | <p>To be able to identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>To be able to complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>To identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>To be able to describe movements between positions as translations of a given unit to the left/right and up/down e.g. D4, L2.</p> <p>To be able to plot specified points and draw sides to complete a given polygon.</p> | <p>To be able to connect coordinates and scales to interpretation of time graphs.</p> <p>To be able to scrutinise data effectively and ask questions of the data they have generated.</p> <p>To be able to discuss which representation of data is the most appropriate and why.</p> <p>To be able to solve comparison, sum and difference problems using information presented in a line graph.</p> <p>To be able to read and interprets information in tables including timetables.</p> |

English

| Step | Reading | Writing | Speaking and Listening |
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| ES1 | <p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p> | | |
| ES2 | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p> <p>To begin to react to lights, sounds, objects.</p> <p>To begin to react to social interactions.</p> <p>To begin to vocalise vowel-like sounds.</p> | | |
| ES3 | <p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> <p>To babble using consonant sounds.</p> <p>To demonstrate a brief interest in lights, sounds, objects when encouraged by staff.</p> <p>To demonstrate contentment, excitement, happiness, sadness, surprise through expressions.</p> <p>To engage in tactile activities.</p> <p>To imitate environmental sounds.</p> <p>To localise a light source, music, object consistently.</p> <p>To look for familiar people</p> <p>To recognise own name</p> <p>To initiate vocal play.</p> | | |
| ES4 | <p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> | | |

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| | <p>To anticipate a preferred activity.</p> <p>To babble using long strings of repeated consonant-vowel combinations.</p> <p>To communicate with a member of staff.</p> <p>To mimic hand gestures and mouth patterns of others.</p> <p>To initiate communication by eye contact.</p> <p>To react to the question 'more?'.</p> <p>To request a favoured activity through their chosen method of communication.</p> <p>To vocalise to gain attention.</p> <p>To acknowledge their own name – stop and turn towards speaker.</p> <p>To anticipate a familiar routine.</p> <p>To anticipate familiar outcomes e.g. peek a boo.</p> <p>To move to music rhythmically.</p> <p>To respond to different environmental sounds appropriately.</p> <p>To respond to members of staff / peers.</p> <p>To begin to use words such as 'all gone' 'bye bye' appropriately.</p> <p>To track objects/stimuli until they are out of range.</p> <p>To pat a picture in a book when asked to find the</p> <p>To understand the meaning of the word 'no' by showing a response.</p> |
| <p>ES5</p> | <p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p> <p>To associate words they hear to objects.</p> <p>To complete a simple task.</p> |

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| | <p>To imitate signs/ symbols of up to 50 words.</p> <p>To join in rhymes/ jingles with babble.</p> <p>To join in with a repetitive story.</p> <p>To make noises in response to a picture.</p> <p>To identify letters and symbols.</p> <p>To nod to agree.</p> <p>To repeat a known phrase.</p> <p>To respond to choice.</p> <p>To understand up to 50 spoken words.</p> <p>To imitate words/ signs/ symbols of up to 50 words.</p> <p>To ask questions using gestures/ signs/ words.</p> <p>To answer yes/ no questions.</p> <p>To use yes/ no appropriately.</p> <p>To communicate 10 single words clearly.</p> <p>To say bye bye consistently.</p> <p>To express anger/ happiness/pleasure.</p> <p>To begin to draw lines, circles and patterns.</p> | | |
| <p>ES6</p> | <p>To match objects to similar objects.</p> <p>To enjoy stories, books, objects and pictures.</p> <p>To turn pages.</p> <p>To share stories.</p> <p>To match object to picture.</p> <p>To answer "What is it?".</p> <p>To name pictures.</p> <p>To turn pages correctly.</p> <p>To remember what happens next.</p> <p>To enjoy joining in and responding when listening to familiar stories.</p> <p>To recognise own name.</p> <p>To answer questions about characters, plot, action, settings,</p> | <p>To be aware of photo's, pictures, symbols and stories.</p> <p>To be able to express needs and emotions.</p> <p>To develop pencil control – hand preference established, pincer grip emerging, makes a variety of marks, colours all the shape in a single direction, follows a route with finger, overwrites letters from own name.</p> <p>To discriminate between visual stimuli – draw some features of a pre-drawn shape, can draw arms and legs but not in relation to head, attempts to 'write' under letters, copies single line shapes e.g. ball, snake.</p> <p>To begin to develop phonic awareness e.g. write some letters of own name.</p> | <p>To ask/answer simple who, what, when questions.</p> <p>To begin to use plurals.</p> <p>To carry on a simple 2-way conversation.</p> <p>To combine 2 signs/ words/ symbols.</p> <p>To say please/ thank you when prompted.</p> <p>To say sorry when prompted.</p> <p>To communicate yes and no using preferred communication.</p> <p>To communicate with known and unknown people in a range of settings.</p> <p>To communicate basic needs – hunger/ thirst.</p> |

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| | <p>expression, movement and feelings.</p> | | <p>To begin to use descriptive language 'I want the red car'.</p> <p>To use positional language.</p> <p>To use functional language.</p> <p>To express what they are doing and give a reason.</p> <p>To express likes/ dislikes and give simple reasons.</p> <p>To express feelings simply.</p> <p>To express emotions using words.</p> <p>To use a second word/ symbol to define a concept e.g. MORE paint.</p> <p>To show they need more information and do not understand.</p> <p>To give a simple 2-word answer when asked 'what might happen if...'.</p> <p>To use intonation, change pitch and volume when communicating.</p> <p>To use single pronouns 'me' 'you' 'him' 'they' etc.</p> <p>To use some expression when speaking.</p> <p>To use simple 2 word combinations (adjective-noun).</p> <p>Asks for specific help with a work-related problem.</p> <p>To ask for specific help with a work-related problem.</p> <p>To communicate possession through the use of terms 'yours' and 'mine'.</p> <p>To make it clear that they agree/ do not agree with a suggestion.</p> <p>To express phrases with 3 key words.</p> |
| <p>PS1</p> | <p>To turn pages correctly.</p> <p>To remember what happens next.</p> | <p>To separate pictures and writing.</p> <p>To ask simple where, what, when and who questions.</p> | <p>To use a single word, sign or symbol to name an object.</p> |

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| <p>To enjoy joining in and responding when listening to familiar stories.</p> <p>To recognise own name in different environments.</p> <p>To answer questions about characters, plot, action, settings, expression, movement, feelings.</p> <p>To identify writing in the community.</p> <p>To communicate the next word/ phrase in a familiar text.</p> <p>To find the correct book.</p> <p>To match objects to themes e.g. gloves to winter.</p> <p>To sit in a small group for a story.</p> <p>To identify the title of a book.</p> <p>To recognise of the story teller changes the story.</p> <p>To recognise that pictures, tell stories.</p> <p>To assist with 1-1 matching activities.</p> <p>To match pictures to objects.</p> <p>To ask simple what, when, who questions.</p> <p>To match an object to another object.</p> <p>To indicate correctly pictures of characters and objects in response to questions such as 'where is the...' (PKSS).</p> <p>To show anticipation about what is going to happen e.g. turn a page (PKSS).</p> | <p>To put illustrations in writing.</p> <p>To describe a picture using a subject- verb- adjective.</p> <p>To choose to write.</p> <p>To make own marks on or about a piece of work.</p> <p>To put marks or symbols alongside picture.</p> <p>To use familiar names in own writing.</p> <p>To watch the paper as they make marks.</p> <p>To describe a character or object from a story using a single descriptive word.</p> <p>To copy underneath from left to right.</p> <p>To recognise that marks and symbols have meaning.</p> <p>To make marks to represent their own name.</p> <p>To hold a pencil with sufficient grip and pressure to make marks on paper.</p> <p>To make circular, horizontal and vertical shapes/ scribble.</p> <p>To imitate circular, horizontal and vertical strokes.</p> <p>To input random letters on a keyboard.</p> <p>To show a preference for one hand.</p> <p>To begin to use a tripod grip.</p> <p>To use a dagger grip/ pincer grip.</p> <p>To draw a rough straight line.</p> <p>To make arks with a variety of resources.</p> | <p>To communicate likes/ dislikes in own manner.</p> <p>To communicate yes and no.</p> <p>To say own name.</p> <p>To begin to use some plurals.</p> <p>To take part in a staff-led conversation.</p> <p>To combine two words/ signs/ symbols.</p> <p>To say please/ thank you when reminded</p> <p>To say 'sorry' when reminded.</p> <p>To use a second word/ sign to define what they are saying e.g. BIG car.</p> <p>To use the names of familiar people.</p> <p>To use two and three words phrases.</p> <p>To communicate with a wide range of people in the community.</p> <p>To use common nouns and adjectives.</p> <p>To describe a character/ object from a story using a single word.</p> <p>To communicate about an issue that matters to them.</p> <p>To express their feelings to a member of staff.</p> <p>To answer simple questions - What is (noun)? Who is (noun)? Where is (noun)?</p> <p>To ask simple what, where, who, why questions.</p> <p>To understand 50 spoken words/ signs/ symbols.</p> <p>To attend when their name is called.</p> |
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| | | <p>Scribbles when given paper/ pencil To begin to use a pincer grip – not consistently.</p> <p>To colour over pictures, showing some awareness of lines.</p> <p>To draw lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS).</p> | <p>To shake head/ nod or use symbols when in agreement/ disagreement with a suggestion.</p> <p>To show good communication skills – orientates body to speaker, gives eye contact.</p> <p>To follow simple 2 step instructions.</p> <p>To begin to find an object with a specific characteristic.</p> <p>To begin to ask for help.</p> <p>To use gesture to communicate.</p> <p>To join in with some actions or repeat some words, rhymes and phrases when prompted (PKSS).</p> |
| PS2 | <p>To understand that print carries meaning.</p> <p>To recognise some letters.</p> <p>To read symbols in different environments.</p> <p>To link events or pictures to self when looking at a book.</p> <p>To use pictorial and visual cues.</p> <p>To display reading-like behaviour.</p> <p>To say a single sound for 10+ graphemes.</p> <p>To read sounds by blending sounds with known graphemes, with support from a member staff (PKSS).</p> <p>To identify the letters of their alphabet by their sound.</p> <p>To correctly relate the sound to the letter.</p> <p>To correctly match short words with a distinct shape.</p> <p>To know which way a book should be held.</p> <p>To move finger along the text (L to R) read from top to bottom.</p> | <p>To dictate a text for a purpose (e.g. a postcard/ birthday card).</p> <p>To discuss an imaginary place.</p> <p>To 'read' their own writing out loud.</p> <p>To answer simple questions about their writing with some prompting.</p> <p>To dictate a narrative for their own story.</p> <p>To use the conjunction 'and' when linking ideas/ adding information during a discussion.</p> <p>To make marks, including some letters with the intention of conveying meaning.</p> <p>To begin writing on the left of the page.</p> <p>To suggest a phrase to include in their work.</p> <p>To sequence pictures of 2 daily events.</p> <p>To leave a space between groups of letters/ symbols/ scribbles.</p> <p>To use the future/past tense in statements.</p> | <p>To join in with predictable phrases or refrains of a familiar story of rhyme (PKSS).</p> <p>To demonstrate an understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' (PKSS).</p> <p>To say a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS).</p> <p>To ask a simple 'how' question.</p> <p>To use three key words when expressing phrases.</p> <p>To use the terms, I, me, you correctly.</p> <p>To use descriptive language.</p> <p>To use functional language.</p> <p>To ask for more information.</p> <p>To initiate a simple conversation.</p> <p>To contribute to a group, 1-1, peer discussion.</p> |

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| | <p>To progress through a book – front to back.</p> <p>To identify letters from their name in a book.</p> <p>To join in with predictable phrases or refrains of a familiar story or rhyme (PKSS).</p> <p>To re-enact simple stories.</p> <p>To bring a book to read, hold it while sharing it, open the book at the first page.</p> <p>To predict what will happen at the end of a story.</p> <p>To identify how a story/ poem makes them feel.</p> <p>To sit in a group and listen to a story.</p> | <p>To identify and write 10+ graphemes on hearing corresponding phonemes (PKSS).</p> <p>To group letters and symbols together.</p> <p>To input numerals to 5 on a computer with support.</p> <p>To identify the initial letter of their own name.</p> <p>To write the first letter of their own name.</p> <p>To form correctly most of the 10+ lower case letters in Standard 2 of English Language comprehension and reading (PKSS).</p> <p>To copy simple shapes.</p> <p>To colour in pictures and keep within the lines.</p> <p>To write own name with some recognisable letters.</p> <p>To develop a preferred hand.</p> <p>To hold pencil grip correctly and with sufficient grip (most of the time).</p> <p>To return 'up' a vertical stroke.</p> <p>To write in lines.</p> <p>To trace numbers 1-5.</p> <p>To trace large shapes, letter shapes and simple shapes.</p> <p>To join a simple dot to dot on a square/ triangle.</p> <p>To form letters that are inconsistent in size.</p> | <p>To use plurals –not always correctly.</p> <p>To use past and present tense – not always correctly.</p> <p>To express an idea in statements/ phrases.</p> <p>To use a simple preposition correctly.</p> <p>To control volume of own voice.</p> <p>To express and opinion/ their feelings appropriately.</p> <p>To use please and thank you appropriately and consistently.</p> <p>To describe a result of their action/ an experience.</p> <p>To use some expression when speaking.</p> <p>To follow instructions containing three key words – two adjectives and a noun.</p> <p>To follow instructions containing three key words – verb, adjective, noun.</p> <p>To engage with directed role play.</p> <p>To know own full name and be able to say this.</p> <p>To demonstrate appropriate conversational techniques – waiting for a response, listening quietly.</p> <p>In a group discussion – maintains interest, participates, shows an awareness of others.</p> <p>To make choices between two tangible options.</p> <p>To demonstrate understanding of concepts such as in, on, big, little, under.</p> <p>To answer questions related to an event/ an experience.</p> <p>To find an object by function e.g. find me something to cut paper.</p> |
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| | | | To express a simple opinion. |
| PS3 | <p>To know that print carries a constant message.</p> <p>To recognise simple sight vocabulary.</p> <p>To know what a letter and a word is.</p> <p>To recall text of a familiar story.</p> <p>To word-sound match in a familiar story.</p> <p>To know all letter sounds.</p> <p>To be aware of and understand concepts of reading and of print – correct orientation of books, reading from left to right, front to back etc.</p> <p>To be able to recall text.</p> <p>To echo sound patterns.</p> <p>To identify the initial letter sound of words.</p> <p>To identify the name of all letters.</p> <p>To recognise their name in different forms.</p> <p>To say a single sound for 20+ graphemes (PKSS).</p> <p>To match numerals to 10.</p> <p>To correctly match 3 letter words.</p> <p>To relate the letter sound to the letter name.</p> <p>To sort words from letters and numbers.</p> <p>To turn pages one at a time.</p> <p>To attempt to sound CVC words out.</p> <p>To attempt to blend known CVC words.</p> <p>To recognise common written words e.g. mum, dog.</p> | <p>To draw a simple picture of something they have seen.</p> <p>To make a simple drawing to illustrate their idea.</p> <p>To draw/ paint a picture to illustrate a story.</p> <p>To make a simple pictorial representation of something they have done.</p> <p>To order a series of 3 pictures into the correct time sequence.</p> <p>To include a noun with an adjective.</p> <p>To label a simple diagram.</p> <p>To listen while a group-written story is read out loud.</p> <p>To contribute to a group writing experience.</p> <p>To offer a phrase/short sentence to describe a character/ scene/ feeling.</p> <p>To recognise own work.</p> <p>To create work that includes pictures and text.</p> <p>To convey information/ experience/ ideas in short sentences.</p> <p>To make up their own phrases or short sentences to express their thoughts aloud about stories/ their experiences (PKSS).</p> <p>To write a caption or short phrase using the graphemes they already know (PKSS).</p> <p>To write their name using the correct case letters.</p> <p>To begin to put spaces between words.</p> | <p>To make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences (PKSS).</p> <p>To respond to questions that require simple recall (PKSS).</p> <p>To recount a short sequence of events (PKSS).</p> <p>To follow instructions containing 4 key words.</p> <p>To use short phrases and sentences.</p> <p>To role play with others.</p> <p>To display good communication skills – listening and responding, looking at the speaker, taking part in a group discussion.</p> <p>To take part in a group performance – delivering simple lines.</p> <p>To approach the person they wish to talk to, wait for their turn and speak at an appropriate volume.</p> <p>To initiate a conversation.</p> <p>To identify the initial sound of spoken words.</p> <p>To link 4 key words together to convey information.</p> <p>To give simple explanations of why something will/ has happened.</p> <p>To use the past and future tense correctly.</p> <p>To express ideas using regular plurals.</p> <p>To add their opinion to a discussion, answer a direct question.</p> <p>To change the volume of voice when asked.</p> <p>To describe how they are feeling.</p> |

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| | <p>To blend and segment sounds in order to read and spell real and nonsense words.</p> <p>To read accurately when blending sounds in words with two and three known graphemes (PKSS).</p> <p>To respond to simple questions that require simple recall (PKSS).</p> <p>To recount a short sequence of events (PKSS).</p> <p>To describe the action, event or a character.</p> <p>To look in picture books for information.</p> <p>To name several characters in a story.</p> <p>To link pictures and text.</p> <p>To explain why they liked/ disliked a story.</p> <p>To illustrate an event.</p> <p>To describe how a character felt.</p> <p>To describe a character.</p> <p>To categorise books (e.g. funny, rhyming).</p> <p>To use 'beginning' and 'end' when describing a book.</p> | <p>To express ideas in longer phrases using past and future tense correctly.</p> <p>To use some irregular plurals when expressing ideas.</p> <p>To use a space bar to put spaces between words.</p> <p>To use the correct initial letter frequently.</p> <p>To group letters in word blocks.</p> <p>To identify the initial sound of spoken words.</p> <p>To sort words and letters from numbers.</p> <p>To sound each letter out.</p> <p>To identify some words are not said as they are spelt.</p> <p>To write their own name correctly.</p> <p>To attempt to write words using own phonic knowledge.</p> <p>To find named letters on a keyboard.</p> <p>To spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in (PKSS).</p> <p>To identify or write 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading (PKSS).</p> <p>To form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading (PKSS).</p> <p>To copy underneath writing.</p> <p>To copy writing patterns.</p> <p>To hold the paper correctly.</p> <p>To colour in a picture and keep within the lines most of the time.</p> | <p>To discuss an idea with a partner.</p> <p>To follow and give directions around a familiar room, follow two unrelated instructions.</p> <p>To greet people appropriately.</p> <p>To use questioning to gain further understanding.</p> <p>To answer the question 'why?' simply.</p> <p>To use please and thank you independently most of the time.</p> <p>To use positional language when describing where an object is.</p> <p>To identify 'good listening' skills.</p> <p>To recount what they did a short time ago.</p> <p>To describe what they do/ do not like.</p> |
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| | | <p>Handwriting contains letters that are recognisable.</p> <p>To hold a pencil correctly.</p> <p>To move across the page from left to right.</p> <p>To separate pictures and writing.</p> <p>To write numbers to 5.</p> <p>To orientate most letters correctly.</p> | |
| PS4 | Refer to NC | | |
| PS5 | | | |
| PS6 | | | |
| PS7 | | | |
| PS8 | | | |

Science

| Step | Biology | Chemistry | Physics | Working Scientifically |
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| ES1 | <p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p> | | | |
| ES2 | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p> | | | |
| ES3 | <p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> | | | |
| ES4 | <p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> | | | |
| ES5 | <p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To gain an adult's attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p> | | | |
| ES6 | <p>Asks for specific help to locate a person or object.</p> <p>Attends to a member of staff when their own name is called.</p> <p>Blows bubbles in water.</p> <p>Brings a specific object from another room when asked.</p> | | | |

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| | <p>Demonstrates confusion when an expected event does not occur, e.g. bell does not make a noise when rung.</p> <p>Demonstrates curiosity in the outside world.</p> <p>Demonstrates obvious enthusiasm when with favourite peer or member of staff.</p> <p>Demonstrates pleasure in finding objects in picture books which relate to questions.</p> <p>Drops a ball to watch it bounce.</p> <p>Drops items into water to see if they float/sink.</p> <p>Explores a new environment, away from members of staff.</p> | | | |
| PS1 | <p>To be able to point to the main features on a person's face when asked.</p> <p>To name own sex.</p> <p>To name a range of common animals.</p> <p>To be able to name one characteristic of a plant or seed, e.g. small.</p> <p>To notice and respond to plants in their local environment.</p> <p>To collect different leaves with assistance.</p> <p>To be able to communicate what they can see in the environment.</p> <p>To be able to communicate what they can hear in the environment.</p> <p>To recognise differences between themselves and a peer.</p> <p>To look at examples of rock faces and point out colours/patterns.</p> | <p>To explore textures in their immediate environment.</p> <p>To identify one property of a material being handled, e.g. cold, hard, shiny, etc.</p> <p>To be able to categorise magnetic objects.</p> <p>To match rocks by size with support.</p> <p>To match rocks by colour with support.</p> <p>To match rocks by texture with support.</p> <p>To observe and respond to a kettle boiling.</p> <p>To observe and respond to a floating balloon.</p> <p>To be able to describe how the temperature of the water feels in simple terms, e.g. hot or cold.</p> <p>To be able to sort materials into a simple group, e.g. rough.</p> <p>To identify if they can pull, bend, or squash a material after manipulating it.</p> | <p>To be able to identify objects that roll if they push them.</p> <p>To be able to make objects move faster or slower.</p> <p>To be able to stop an object moving.</p> <p>To explore which materials will stick to magnets.</p> <p>To find an item in their immediate environment that can be pulled.</p> <p>To be able to make observations on different types of rocks outside.</p> <p>To identify that the Moon can be seen at night.</p> <p>To be able to identify that the Sun and Moon are in the sky.</p> <p>To be able to mix different paint colours and observe the change.</p> | <p>To discuss what they can see, touch, smell, hear or taste.</p> <p>To be able to use simple equipment to help them make observations.</p> <p>To begin to identify and classify objects.</p> <p>To begin to think of some questions to ask.</p> <p>To begin to record information through marks and pictures.</p> |

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| <p>PS2</p> | <p>To be able to give an animal or human more than one attribute, e.g. a bird has feathers and flies.</p> <p>To identify human needs, e.g. food/drink.</p> <p>To be able to name the main parts of a human body.</p> <p>To compare results of growing seeds in two different places.</p> <p>To observe the shapes of flowers and gives a single property.</p> <p>To observe the shapes of leaves and gives a single property.</p> <p>To be able to state a simple difference between two habitats.</p> <p>To be able to match pictures of known animals to their normal habitats.</p> <p>To identify differences in a photo of a person taken when they are young and older.</p> <p>To be able to comment on obvious changes in their own lives.</p> <p>To be able to sequence personal events over a longer period, e.g. through photos.</p> <p>To be able to associate types of dinosaur teeth with their diet.</p> | <p>To explore items to find those which adhere to a specific property, e.g. objects that can bend.</p> <p>To respond appropriately to texture-based terminology, e.g. how many items are rough, which fabrics are smooth, etc.</p> <p>To demonstrate an awareness of the purpose of a variety of materials.</p> <p>To be able to match photos of different rocks/minerals to samples.</p> <p>To be able to observe and simply describe differences between using wet and dry sand.</p> <p>To explore what they can find in soil, e.g. by spreading soil over paper.</p> <p>To generalise what might happen if they put something into the freezer.</p> <p>To be able to predict what will happen if an item is taken out of the freezer.</p> <p>To be able to pick out objects made from paper/cardboard.</p> <p>To pick out objects made from plastic.</p> <p>To be able to pick out objects made from wood.</p> | <p>To make predications about which objects might sink or float.</p> <p>To be able to identify that an object will fall to the ground after it has been thrown into the air.</p> <p>To be able to identify how different parts of their body move.</p> <p>To be able to choose a weather symbol for each day.</p> <p>To identify obvious differences between summer and winter.</p> <p>To be able to give simple terms to describe clip/photos of stars.</p> <p>To be able to group photos of the Moon in different phases together knowing they are all the Moon.</p> <p>To be able to recall some light sources.</p> <p>To name colours mainly accurately.</p> <p>To demonstrate an awareness of some of the dangers of electricity.</p> <p>To be able to recall some sound sources.</p> <p>To match pictures of sounds they hear to their sound source.</p> <p>To suggest if the sounds they hear are near or far away.</p> | <p>To be able to perform a simple test with support.</p> <p>To simply describe what they have done?</p> <p>To answer some scientific questions.</p> <p>To begin to give reasons for their answers.</p> <p>To be able to describe what they have found out.</p> <p>Show their work using pictures and marks.</p> <p>To record their findings using measuring equipment.</p> |
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| <p>PS3</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>To talk about similarities and differences.</p> <p>To use simple scientific criteria.</p> <p>To explore objects/ materials/ living things/ resources designed to model scientific processes.</p> <p>To listen and respond to stories about scientific processes/ events/ objects.</p> <p>To create drawings and models of their environment.</p> <p>To explain simple phenomena: How? Why?</p> |
| <p>PS4</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> <p>Refer to NC (Y1) programme of study & Science progression map (appendix A)</p> | <p>To observe change over time.</p> <p>To use Senses/ equipment.</p> <p>To compare and contrast.</p> <p>To find information using given sources.</p> <p>To draw diagrams e.g. parts of plants/ the body.</p> <p>To describe what has happened or been observed.</p> |
| <p>PS5</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y2) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y2) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> | <p>To measure change over time e.g. plant growth.</p> <p>To be able to select appropriate equipment.</p> <p>To compare differences.</p> <p>To be able to select information from a range of given sources.</p> |

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| <p>PS6</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y2) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y2) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> <p>Refer to NC (Y2) programme of study & Science progression map (appendix A)</p> | <p>To be able to explore and create drawings and physical models e.g. habitats.</p> <p>To be able to explain why a simple observation occurred.</p> <p>To evaluate the effectiveness of observations.</p> |
| <p>PS7</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>To be able to use bar charts, pictograms, tables.</p> <p>To be able to classify animals/ materials.</p> <p>To be able to predict the results of a fair test e.g. How does distance affect magnet strength?</p> <p>To be able to use labelled diagrams and drawings and physical models.</p> |
| <p>PS8</p> | <p>Animals including humans.</p> <p>Living things and their habitats.</p> <p>Evolution and inheritance.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>Properties and changes of materials.</p> <p>Everyday materials.</p> <p>States of matter.</p> <p>Rocks.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>Forces and magnets.</p> <p>Light.</p> <p>Sound.</p> <p>Electricity.</p> <p>Seasonal changes.</p> <p>Earth and space.</p> <p>Refer to NC (Y3) programme of study & Science progression map (appendix A)</p> | <p>To be able to make accurate measurements.</p> <p>To use time graphs and other graphs.</p> <p>To be able to use simple classification keys.</p> <p>To be able to use the language of control variable.</p> <p>To be able to select information to support findings.</p> <p>To create labelled diagrams and drawings.</p> |

PSHE

| Step | Citizenship | Physical Health & Mental Wellbeing | Relationship & Sex Education |
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| ES1 | <p>To accept being supported in a sitting position.</p> <p>To accept a positional change.</p> <p>To calm with physical contact.</p> <p>To calm when re-assured.</p> <p>To react to change with an emotional response.</p> <p>To react to voices.</p> <p>To startle to a change of light.</p> <p>To startle at a sudden noise.</p> <p>To tense or still at sounds.</p> <p>To tolerate a variety of sounds.</p> <p>To vocalise contentedly.</p> <p>To co-operate to familiar routines.</p> <p>To give momentary attention to someone speaking close to them and in their direct line of vision (not consistently).</p> | | |
| ES2 | <p>To give reactions to the facial expressions of a familiar person during intensive interactive experiences.</p> <p>To demonstrate displeasure when attention is withdrawn.</p> <p>To demonstrate a positive reaction when receiving attention.</p> <p>To show awareness of others.</p> <p>To show awareness of familiar faces/ people.</p> <p>To engage with a familiar person for a short amount of time (could be seconds).</p> <p>To focus on a moving face.</p> <p>To show a response to a favoured person.</p> <p>To react to physical touch (e.g. massage/ physiotherapy)/ react to unknown, sudden noise.</p> <p>To show pleasure.</p> <p>To show enjoyment of vocal play.</p> <p>To watch faces.</p> <p>To acknowledge motion-based / auditory/ tactile/ visual pleasure.</p> <p>To show recognition of a familiar person.</p> | | |

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| | <p>To show a dislike of a regular event.</p> <p>To demonstrate an awareness of a familiar face.</p> <p>To show a preference for an object in different situations.</p> <p>To react negatively when something happens which is unexpected.</p> |
| ES3 | <p>To demonstrate anger/ contentment/ excitement /happiness/ sadness/ surprise through expressions and body language.</p> <p>To explore a desired object with their hand/ mouth for up to 10 seconds when provided with a variety of objects.</p> <p>To express eagerness – vocally/ physically when presented with a familiar person.</p> <p>To indicate a preference for a specific texture.</p> <p>To initiate communication with a familiar member of staff.</p> <p>To reach for a desired object with their hands when put out of reach/ given a choice.</p> <p>To react consistently to familiar stimuli.</p> <p>To react excitedly to a change of environment/ familiar voice/ activity/ music/ texture.</p> <p>To show a preference by pointing/ gesturing when provided with a favoured and disliked option</p> <p>To smile at a familiar person/ with enjoyment.</p> <p>To babble in a speech-like way.</p> <p>To engage in coactive exploration proactively with support.</p> <p>To hold their head steady when looking at a familiar person.</p> <p>To imitate sounds in their own manner when interacting with a familiar member of staff.</p> <p>To initiate communication with a familiar member of staff.</p> <p>To initiate vocal play.</p> <p>To make sounds to a member of staff when engaging on an activity.</p> <p>To notice a peer briefly working alongside them.</p> <p>To begin to respond to their own name.</p> |
| ES4 | <p>To acknowledge own name by stopping and facing the sound as they hear it spoken.</p> <p>To anticipate outcomes e.g. playing peek a boo.</p> <p>To babble using strings of repeated consonant -vowel sounds.</p> <p>To babble repetitive sounds.</p> <p>To babble tunefully.</p> <p>To communicate consistent preferences.</p> |

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| | <p>To begin to use verbal or physical exclamations 'uh-oh'.</p> <p>To turn take in conversations, greet familiar members of staff using own vocal sounds.</p> <p>To co-operate when being changed/ eating (passively or co-actively).</p> <p>To initiate conversation by visual contact.</p> <p>To look at people by pushing up on their stomach when lying down.</p> <p>To begin to use acquired skills to get their own needs met.</p> <p>To communicate with staff using vocal sounds/ gestures to get something they desire.</p> <p>To smile/ laugh when working with a familiar person.</p> |
| <p>ES5</p> | <p>To accept assistance to overcome frustration.</p> <p>To accept the word 'no'.</p> <p>To develop an attachment to a toy/ object.</p> <p>To calm down and return to an activity once a problem is solved.</p> <p>To cheer or clap others.</p> <p>To communicate me and mine to indicate possession.</p> <p>To communicate about an issue that affects them.</p> <p>To communicate what is special/ important to them.</p> <p>To demonstrate an awareness of others feelings – shows concern / sympathy for a peer.</p> <p>To demonstrate an understanding of their own individuality.</p> <p>To express anger/ happiness.</p> <p>To make their feelings known.</p> <p>To respond to criticism, distraction, music and praise.</p> <p>To show frustration at something unexpected.</p> <p>To show when they are finished.</p> <p>To wipe their face and hands.</p> <p>To accept help.</p> <p>To brush their own teeth with support.</p> <p>To communicate 'hello' in own manner.</p> <p>To look at a person when they are talking to them.</p> <p>To indicate a need for the toilet (if appropriate).</p> <p>To nod/ sign/ use symbols to agree.</p> |

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| | To begin to share. | |
| ES6 | <p>To begin to accept boundaries.</p> <p>To ask for help when hurt/ with a personal problem.</p> <p>To communicate please/ thank you when prompted.</p> <p>To say sorry when prompted.</p> <p>To demonstrate awareness of wrongdoing.</p> <p>To demonstrate empathy with others.</p> <p>To understand accidents and when something is done deliberately.</p> <p>To express emotions towards others using words.</p> <p>To express likes/ dislikes – giving reasons.</p> <p>To express an opinion.</p> <p>To be able to handle an animal gently.</p> <p>To start to verbalise feelings of anger, fear, happiness, love, sadness.</p> <p>To begin to brush their own teeth thoroughly.</p> <p>To begin to dress themselves – arms in sleeves, pulls pants up, put socks on.</p> <p>To begin to undress themselves – unfastened clothes.</p> | |
| PS1 | <p>To discuss feelings.</p> <p>To identify what has caused upset.</p> <p>To make their feelings known to a member of staff while exhibiting self-control.</p> <p>To enjoy and want to join in a computer activity.</p> <p>To be aware of dangers on the internet and seek help if necessary.</p> <p>To eat a wider range of foods.</p> <p>To choose a fruit or a vegetable out of a choice of 2.</p> <p>To communicate ‘no’ to unwanted foods.</p> <p>To identify what foods they would like to eat/ drink.</p> <p>To know they need a drink.</p> <p>To recognise their own medicines.</p> <p>To have an understanding of how these medicines are administered.</p> <p>To clean own teeth independently.</p> <p>To wash hands before preparing foods.</p> | <p>PRIMARY</p> <p>To act confidently around members of staff.</p> <p>To give familiar people a name.</p> <p>To recognise familiar people.</p> <p>To recognise their family.</p> <p>To take part in celebrations.</p> <p>To use names of familiar people.</p> <p>To identify their friends.</p> <p>To communicate with peers.</p> <p>To demonstrate affection and concern for peers.</p> <p>To join in play briefly.</p> <p>To look at the person talking to them.</p> <p>To recognise differences between themselves and a peer.</p> |

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| | <p>To wash own hands.</p> <p>To accept help when injured.</p> <p>To recognise familiar first aid equipment.</p> <p>To identify which part of their own body is hurt.</p> <p>To seek support if they are wounded.</p> <p>To identify parts of their body.</p> <p>To recognise differences between themselves- hair colour, eye colour, skin colour and to recognise similarities – all have hair, eyes etc.</p> <p>To recognise the name of ‘less common’ body parts such as elbow.</p> <p>To sort pictures according to peoples age – baby, child, teen, adult, elderly.</p> | <p>To join in an adult-led activity.</p> <p>To share an activity with a peer unprompted.</p> <p>To take part in co-operative play.</p> <p>To take turns with prompts.</p> <p>To communicate an awareness of others feelings.</p> <p>To say please and thank you with support.</p> <p>To demonstrate an understanding of the viewpoint of another.</p> <p>To look at who is speaking to them.</p> <p>To remain silent when another person is talking.</p> <p>To recognise approval and disapproval.</p> <p>To communicate saying no to activities they do not wish to do.</p> <p>To communicate possession through using yours and mine.</p> <p>To communicate yes and no.</p> <p>To demonstrate an understanding of their own individuality.</p> <p>To show awareness of danger.</p> <p>To stop an action when told.</p> <p>SECONDARY</p> <p>To match pictures if infant animals to adult animals.</p> <p>To point to parts of the body when asked.</p> <p>To recognise the main body parts.</p> <p>To recognise self in the mirror.</p> <p>To sort pictures of people at different ages.</p> |
| <p>PS2</p> | <p>To accept that you do not always get what you want.</p> <p>To express emotions towards others using words.</p> | <p>PRIMARY</p> <p>To communicate what/ who is special to me.</p> |

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| <p>To find a member of staff to speak to if they are upset.</p> <p>To ask for help with conflict.</p> <p>To begin to have close friends verbalise feelings of happiness, sadness, anger, fear and love.</p> <p>To describe what information, they can see on screen.</p> <p>To understand that the internet can be unsafe and to understand how to keep themselves safe.</p> <p>To recognise thumbnails.</p> <p>To chew and swallow a variety of textures.</p> <p>To choose between two items when deciding what to eat.</p> <p>To comment on the difference between two plates of food.</p> <p>To try different foods willingly.</p> <p>To describe the food on the plate – vegetable, meat.</p> <p>To know to wash their hands before eating.</p> <p>To recognise where food may be kept.</p> <p>To begin to undertake the correct action when asked to take their medicine.</p> <p>To identify that some medicines can be harmful.</p> <p>To begin to recognise that drugs, alcohol and smoking can be harmful.</p> <p>To know you should not take someone else's medicine.</p> <p>To ask for help when hurt.</p> <p>To choose what 'first aid' is needed e.g. plaster or a sling.</p> <p>To identify that their hands need washing before administering first aid.</p> <p>To know 3 items that may be in a first aid box.</p> <p>To find 2 specific items of first aid equipment.</p> <p>To comment on changes in their own lives.</p> <p>To draw a person.</p> <p>To draw a face with at least 3 features.</p> <p>To identify that people can be different ages.</p> <p>To identify where sanitary products may be kept (bathroom).</p> <p>To name the main parts of a body.</p> <p>To match images of animals to their babies.</p> | <p>To identify people who cares for others e.g. nurses.</p> <p>To name familiar people in photographs.</p> <p>To state how they celebrate things in their life.</p> <p>To choose to be in a group, partners or near to a specific person.</p> <p>To choose to sit next to someone.</p> <p>To contribute to a group/ 1-1 discussion.</p> <p>To engage with others spontaneously.</p> <p>To play a group game.</p> <p>To take turns.</p> <p>To ask if they can join an activity and accept the answer may be no.</p> <p>To communicate basic expectations.</p> <p>To say something is not fair.</p> <p>To demonstrate remorse.</p> <p>To demonstrate empathy.</p> <p>To say please and thank you with less prompts.</p> <p>To express an opinion.</p> <p>To express emotions appropriately.</p> <p>To leave time for someone to respond.</p> <p>To express their feelings using appropriate language.</p> <p>To listen to answers of questions.</p> <p>To ask for more information.</p> <p>To describe information they see on screen.</p> <p>To identify things they are not allowed to do.</p> |
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| | <p>SECONDARY To sequence 3 pictures showing the human life cycle.</p> <p>To begin to identify changes in the male and female body (puberty).</p> | <p>To identify behaviour that can be considered wrong</p> <p>To identify things they can do</p> <p>To listen to if something is right or wrong</p> <p>To show care and concern for self</p> <p>SECONDARY To comment on obvious changes in their own lives.</p> <p>To demonstrate how different parts of their body move.</p> <p>To demonstrate an awareness that different people have different names for their genitalia but will use correct terminology.</p> <p>To match images of animals to their babies.</p> <p>To name the main parts of a human body.</p> <p>To sequence 3 pictures showing a human life cycle.</p> <p>To state physical differences between boys and girls.</p> <p>To state a physical similarity between boys and girls.</p> |
| <p>PS3</p> | <p>To communicate about personal fears.</p> <p>To demonstrate an awareness that not everyone thinks like they do.</p> <p>To explain why someone/ something is special to them.</p> <p>To express feelings in a controlled way.</p> <p>To identify behaviour linked to emotions e.g. laughing, crying.</p> <p>To realise what they do impacts others.</p> <p>To find information on the internet.</p> <p>To say what applications, they are using and why.</p> <p>To suggest a way, they can share information with someone.</p> <p>To identify how to keep themselves safe online.</p> <p>To identify a trusted adult.</p> <p>To estimate how much food is needed for a small group e.g. prepping snack.</p> | <p>PRIMARY To explain why someone is special to them.</p> <p>To give examples of how to help others at school and at home.</p> <p>To identify what they like about their family.</p> <p>To identify the important people in their life.</p> <p>To understand the idea of belonging.</p> <p>To ask a peer to play.</p> <p>To understand that someone can have many friends.</p> <p>To explain what a friend is.</p> |

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| <p>To identify fruit and veg.</p> <p>To identify images of food groups – carbs, proteins, fats, fruit, veg.</p> <p>To identify food gives the body energy.</p> <p>To identify some foods are healthy and some foods are unhealthy.</p> <p>To read the dosage on the back of medicines and use the correct spoon measure.</p> <p>To identify the measurements on a spoon, syringe, measuring cup.</p> <p>To look for and identify their name on medication.</p> <p>To look for and identify someone else’s name on medication and to recognise that this medicine is dangerous for them.</p> <p>To understand why drugs, alcohol and cigarettes can be harmful.</p> <p>To brush their own teeth thoroughly with supervision.</p> <p>To give examples of how they can keep themselves clean.</p> <p>To know what a dentist does.</p> <p>To know how to care for their teeth – morning and night.</p> <p>To identify dirty hands and face and identify they need cleaning when they are dirty.</p> <p>To answer questions about their pain levels.</p> <p>To describe the purpose of familiar pieces of first aid equipment.</p> <p>To follow visual instructions when tending to a wound.</p> <p>To identify 3 common accidents.</p> <p>To name 5 things in a first aid kit.</p> <p>To draw a human with the main body features.</p> <p>To explain how humans grow.</p> <p>To identify physical differences and similarities between themselves and a peer.</p> <p>To go to the bathroom to change sanitary products.</p> <p>To name and label the main external parts of the body and face.</p> <p>To use sanitary products with verbal and physical prompts.</p> <p>SECONDARY</p> <p>To identify that humans have babies.</p> <p>To recognise when it is appropriate to undress.</p> | <p>To identify reasons for having friends.</p> <p>To identify how they could mend a broken relationship.</p> <p>To share a task.</p> <p>To appreciate that others, have feelings.</p> <p>To communicate please and thank you independently (most of the time).</p> <p>To co-operate with a peer using a single piece of equipment.</p> <p>To demonstrate respect for their own and others culture and beliefs.</p> <p>To demonstrate an awareness that not everyone feels as they do.</p> <p>To explain what a promise is and how to keep a promise.</p> <p>To say why we thank others and identify when to say thank you.</p> <p>To show consideration.</p> <p>To take part in group activities with large and small groups.</p> <p>To find information on the internet with a trusted adult.</p> <p>To suggest an appropriate way to share information with someone.</p> <p>To accept rules.</p> <p>To communicate feelings.</p> <p>To describe what the duties of the police are.</p> <p>To discuss classroom rules.</p> <p>To identify right and wrong behaviours.</p> <p>To identify kind and unkind actions.</p> <p>To identify how not to get lost.</p> <p>To identify what makes them happy/ sad.</p> |
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| | <p>To sequence 5 pictures of the human life cycle.</p> <p>To identify changes in male and female bodies – puberty.</p> | <p>To recognise they have the right to say ‘no’ when there is unwanted physical contact OR in situations which they are uncomfortable.</p> <p>To recognise why someone is a stranger and to begin to understand danger may not always come from a stranger.</p> <p>SECONDARY</p> <p>To identify some things that people do which are bad for their health e.g. smoking, eating too much, lack of exercise, drinking, drugs.</p> <p>To comment on a photograph of themselves at different ages.</p> <p>To identify their genitalia.</p> <p>To identify some similarities/ differences between themselves and a peer.</p> <p>To identify that some living things lay eggs.</p> <p>To name and label the main external parts of the body.</p> <p>To recognise when it is appropriate to undress.</p> <p>To identify that humans can have babies.</p> |
| PS4 | Refer to NC | |
| PS5 | | |
| PS6 | | |
| PS7 | | |
| PS8 | | |

Religious Education

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| ES1 | <p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p> |
| ES2 | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people, events or objects.</p> <p>To begin to react to lights, sounds, objects.</p> <p>To begin to react to social interactions / celebrations.</p> <p>To begin to vocalise during interactions/ celebrations .</p> |
| ES3 | <p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p> <p>To demonstrate a brief interest in lights, sounds, objects when encouraged by staff.</p> <p>To demonstrate contentment, excitement, happiness, sadness, surprise through expressions.</p> <p>To engage in tactile activities.</p> <p>To imitate environmental sounds.</p> <p>To localise a light source, music, object consistently.</p> <p>To look for familiar people.</p> |
| ES4 | <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> <p>To anticipate a preferred activity.</p> <p>To communicate with a member of staff.</p> <p>To anticipate a familiar routine.</p> <p>To move to music rhythmically.</p> <p>To respond to members of staff / peers.</p> <p>To track objects/stimuli until they are out of range.</p> |

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| <p>ES5</p> | <p>To explore objects and items in more complex ways.</p> <p>To begin to respond to options and choices.</p> <p>To engage with items for extended periods of time.</p> <p>To complete a simple task.</p> <p>To imitate signs/ symbols of up to 50 words.</p> <p>To join in hymns/ songs by vocalising.</p> <p>To respond to choice.</p> <p>To ask questions using gestures/ signs/ words.</p> <p>To answer yes/ no questions.</p> <p>To use yes/ no appropriately.</p> |
| <p>ES6</p> | <p>To demonstrate curiosity in the outside world.</p> <p>To look at the object, person, or event to which a member of staff is referring.</p> <p>To listen for, and tries to identify, sounds outside.</p> <p>To independently explore objects, finding and communicating simple similarities they find.</p> <p>To locate an object kept in a familiar place.</p> <p>To respond to a new/unknown object, e.g. by manipulation.</p> <p>To show pleasure when hearing about something they like.</p> <p>To take part in a simple staff-led discussion in which they can express their views.</p> <p>To undertake the correct action when asked to smell something.</p> <p>To undertake the correct action when asked to taste something.</p> <p>To communicate about the appearance of similar objects.</p> <p>To dance to music.</p> <p>To explore pictures on a screen.</p> <p>To listen for the answers to questions.</p> |
| <p>PS1</p> | <p>To take part in simple celebrations.</p> <p>To handle artefacts used for worship.</p> <p>To sit in a small group with a member of staff for a story.</p> <p>To imitate a ritual action.</p> <p>To show how they feel about a celebration.</p> <p>To Indicate correctly, pictures of characters and objects in response to questions such as 'Where is (the)...?'</p> <p>To looks at an object when it is named.</p> |

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| | <p>To explore religious objects with some interest.</p> <p>To respond when listening to religious music.</p> <p>To show care and concern for living things and the environment.</p> <p>To know some of the things that make me unique.</p> <p>To communicate about past and present events in my own life and family members.</p> <p>To taste and respond to foods from other cultures.</p> <p>To communicate with known and unknown people in a range of settings.</p> |
| PS2 | <p>To recognise a celebration through its features.</p> <p>To demonstrate an awareness of the purpose of some artefacts.</p> <p>To listen and respond to a range of faith stories.</p> <p>To handle religious artefacts with care and respect.</p> <p>To understand that music is part of celebrations and daily life.</p> <p>To experience quiet reflection time.</p> <p>To identify "Special Days", e.g. Christmas, birthday, etc.</p> <p>To predict what will happen in a repetitive religious story.</p> <p>To state how they celebrate things in their lives, e.g. birthdays.</p> <p>To communicate what or who is special to them.</p> <p>To identify behaviour that could be considered as right and wrong.</p> |
| PS3 | <p>To show an awareness of different beliefs.</p> <p>To name some important religious people, e.g. after reading a story or listening to a visitor.</p> <p>To understand that festivals are celebrations.</p> <p>To recognise photos or clips of specific celebrations.</p> <p>To identify that some festivals are celebrated with special foods.</p> <p>To identify some special foods that are eaten in celebration.</p> <p>To recognise that religions have holy or special days.</p> <p>To communicate about how different you might feel on a special/holy day.</p> |
| PS4 | <p>To name the holy book of a religion.</p> <p>To list special food associated with a celebration.</p> <p>To identify a key belief in a religion.</p> <p>To explain the main meaning behind a celebration.</p> <p>To explain simply what prayer is.</p> |

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| | <p>To ask questions about religions.</p> <p>To suggest why they think celebrating is important.</p> <p>To give examples of right and wrong behaviour.</p> <p>To describe a local place of worship.</p> <p>To discuss a religious ceremony which celebrates belonging, e.g. Christening.</p> <p>To identify ways people show they belong to a group or religion.</p> <p>To share their views and experiences of faith and beliefs simply.</p> |
| PS5 | <p>To identify the main idea in religious stories.</p> <p>To identify the key feelings in a religious story.</p> <p>To describe the main features of a religious building.</p> <p>To describe some of the beliefs of a religion.</p> <p>To understand and uses some simple religious words and phrases.</p> <p>To suggest how a religious artefact could be used.</p> <p>To demonstrate respect to religious artefacts.</p> <p>To identify some symbols used in ceremonies.</p> <p>To name a leader of a religion.</p> <p>To state simple facts about holy books, e.g. they are considered special or important.</p> <p>To give an approximation of the moral or lesson of story.</p> <p>To describe why people in their lives are special, and what makes them special.</p> <p>To reflect on their own special places, e.g. states where they are, why they are special to them.</p> <p>To suggest how a behaviour can affect someone.</p> <p>To describe something they have done that has benefited others.</p> <p>To identify the communities or groups to which they belong.</p> <p>To identify things people belonging to a community do together.</p> <p>To show respect for religious buildings, e.g. following rules such as taking shoes off, covering their heads.</p> <p>To respond sensitively when discussing different faiths.</p> <p>To comment on simple similarities and differences between their beliefs and that of others.</p> <p>To demonstrate some respect when discussing different views with others.</p> |
| PS6 | <p>Please see the RE Progression map (APPENDIX B) for levels higher than PS5.</p> <p>Also see the RE day guidance, which includes planning from the Lancashire agreed syllabus</p> |

Physical Education

| Step | Physical | Water Safety | Alternative objectives |
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| ES1 | <p>To accept a change in their position.</p> <p>To co-operate physically during familiar routines.</p> <p>To clap with hand-over-hand support.</p> | | |
| ES2 | <p>To reach for an object voluntarily with one hand.</p> <p>To stretch their legs out when lying on their stomach or back.</p> <p>To lift and turns their head when laying on their front.</p> | | |
| ES3 | <p>To hold their head steady when looking at a favoured object.</p> <p>To hold large objects in two hands during periods of play.</p> <p>To reach for a desired object with their hands when provided with a variety of objects.</p> <p>To roll from prone to supine and supine to prone without support.</p> | | |
| ES4 | <p>To assume a hands and knees position, rocking forwards and backwards when exploring the environment.</p> <p>To copy simple actions using their upper body.</p> <p>To crawl towards a member of staff when being encouraged.</p> <p>To imitate the actions of others during interactive play.</p> <p>To explore objects by throwing them when given appropriate items.</p> <p>To move a ball with their arm when it is given to them.</p> | | |
| ES5 | <p>To jump from low equipment.</p> <p>To chase a ball.</p> <p>To go down into a squat position.</p> <p>To kick a ball to make it move.</p> <p>To roll a ball in general direction of an object or person.</p> <p>To run unsteadily with their head midline and their eyes on ground.</p> <p>To throw a ball underhand.</p> <p>To walk around an area independently when playing.</p> <p>To walk in the desired direction.</p> | | |
| ES6 | <p>To attempt to walk along a line.</p> <p>To catch a bounced ball with some consistency.</p> <p>To dance to music.</p> <p>To jump forwards with feet together.</p> <p>To kick a ball but lacks direction.</p> | <p>To kick their legs on their front or back in the pool.</p> <p>To move across the pool with support from a member of staff.</p> | |

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| | <p>To run independently.</p> <p>To throw an object, e.g. ball/bean bag without direction.</p> <p>To walk up and downstairs, alternating feet on each step.</p> | | |
| PS1 | <p>To chase a ball.</p> <p>To differentiate between ways of sending a ball, e.g. throw/kick.</p> <p>To follow a simple dance movement with support, e.g. waves arms.</p> <p>To respond to changes in sound or music with body movements.</p> <p>To run freely, avoiding large obstacles.</p> <p>To follow simple instructions on how to move, e.g. "walk", "run", "jump", etc..</p> <p>To play a simple game against a classmate.</p> | <p>To blow bubbles in water.</p> <p>To follow simple instruction with some support whilst in the pool.</p> <p>To jump up and down in the water with support.</p> <p>To put face in water briefly</p> <p>To use their body parts to splash water.</p> <p>To show some awareness of others when stationary in the pool.</p> <p>To use their arms to pull and push water.</p> | <p>To attempt to push a ball in the direction of another person.</p> <p>To attempt to throw an object towards a target.</p> <p>To hit a stationary object with a stick or racket.</p> <p>To copy a simple dance movement.</p> <p>To play a simple game against a classmate, eg. races.</p> <p>To show a preference for different physical activities, eg. I like swimming.</p> <p>To move up and down in the water with support.</p> <p>To kick their legs or splashes in a pool for pleasure.</p> |
| PS2 | <p>To experiment with moving to music in different ways.</p> <p>To explore basic body actions in dance.</p> <p>To hit a ball on the ground with a stick.</p> <p>To interact with PE equipment in a variety of ways.</p> <p>To jump off 45 cm box with one foot leading.</p> <p>To jump over a hurdle.</p> <p>To practise new skills.</p> <p>To demonstrate appropriate behaviour in a 'game' situation.</p> <p>To play a simple competitive game with supervision from a member of staff.</p> | <p>To float on their back in water using a swimming aid.</p> <p>To describes a simple sequence of movements or actions in the pool.</p> <p>To follow simple instructions when in the pool.</p> <p>To kick their legs on their front or back in the pool.</p> <p>To move towards an object independently in the water.</p> <p>To propel themselves across the width of the pool with their legs and a swimming aid.</p> <p>To put their face in the water for five seconds.</p> <p>To show awareness of others in the pool.</p> | |
| PS3 | <p>To catch a large, bounced ball.</p> <p>To hit a ball that has been thrown using a large bat or racquet with some success.</p> | <p>To accept support to push and glide on back with one float.</p> | |

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| | <p>To create a short dance sequence using a variety of actions.</p> <p>To combine different parts of the body when dancing.</p> <p>To jump and land with balance.</p> <p>To look at the ball and dribbles at walking speed with some success.</p> <p>To jump over obstacles which are 10 cm high.</p> <p>To pass a ball to a partner with some success.</p> <p>To throw a ball using two hands.</p> <p>To throw a ball with one hand.</p> <p>To take part in a sending and receiving rally with a partner.</p> | <p>To accept support to push and glide on front with one float.</p> <p>To allow water to splash over their face and head.</p> <p>To blow bubbles with mouth submerged.</p> <p>To enter the water safely from the side of the pool.</p> <p>To hold a float position with support.</p> <p>To propel themselves through the water using one arm and legs whilst holding a swimming aid.</p> <p>To suggest simple ways they can be safe in water.</p> <p>To understand the need to be careful around the pool.</p> | |
| PS4 | <p>To attempt to intercept the ball.</p> <p>To attempt to keep possession of the ball.</p> <p>To describe the rules of a game.</p> <p>To follow the rules of a game.</p> <p>To move to attempt to gain possession of a loose ball.</p> <p>To play a range of competitive games co-operatively when winning.</p> <p>To run towards the ball in a match.</p> <p>To suggest an action/idea to help overcome a problem within a game situation.</p> <p>To copy simple movement patterns in dance.</p> <p>To create a dance phrase.</p> <p>To bounce and catch a big ball with a partner.</p> <p>To aim a ball at the goal.</p> <p>To attempt to hit a small ball over a net.</p> <p>To actively take part in physical challenges.</p> | <p>To demonstrate confidence in most swimming activities.</p> <p>To give two safety rules.</p> <p>To move forwards, backwards and sideways five metres, with support or aids.</p> <p>To move in water, e.g. walks, jumps or hops with and without using swimming aids.</p> <p>To perform and hold a float, e.g. star on front or back.</p> <p>To point out the safety signs around a pool.</p> <p>To push and glide in a horizontal position to and from a wall.</p> <p>To push and glide on back with one float under each arm.</p> | |
| PS5 | <p>To attempt to pass a ball after moving with it.</p> | <p>To attempt to retrieve fully submerged object.</p> | |

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| | <p>To bounce and catch a small ball with a partner.</p> <p>To dribble around objects, keeping the ball close whilst jogging.</p> <p>To add still shapes to a dance sequence.</p> <p>To undertake physical activity for five minutes.</p> <p>To change speed and direction whilst running.</p> <p>To explain simple rules to another person.</p> <p>To listen to and follows the rules of a game.</p> <p>To take part in simple opposed games.</p> <p>To give simple instructions to their teammate during a competitive game.</p> | <p>To compare the strength needed to walk in water and the speed they can travel.</p> <p>To list the rules and routines that keep them safe in water.</p> <p>To roll from a flat floating position on the back to standing with support.</p> <p>To roll from a flat floating position on the front to standing with support.</p> <p>To swim on back for 5 metres with swimming aid.</p> <p>To swim on front for 5 metres with swimming aid.</p> | |
| PS6 | <p>To bounce a small ball using a racquet.</p> <p>To copy and remember simple gymnastic sequences, demonstrating some control.</p> <p>To demonstrate the appropriate arm movements when jumping.</p> <p>To hit a small ball after it has bounced with some success.</p> <p>To jump, catch and control a big ball with movement.</p> <p>To look up occasionally when dribbling.</p> <p>To look up to find someone to pass to, mostly keeping control of the ball.</p> <p>To stop a ball that is passed to them.</p> <p>To pick up a big ball from the ground whilst moving.</p> <p>To remember a basic routine lasting twelve counts.</p> | <p>To confidently join in swimming activities.</p> <p>To demonstrate two different floating positions.</p> <p>To describe the difference in actions of their arms and legs.</p> <p>To get out of the water without using steps.</p> <p>To safely jump into the pool and submerges.</p> <p>To suggest reasons and gives examples of safety around water.</p> <p>To swim on back for 10 metres.</p> <p>To swim on front for 10 metres.</p> <p>To tread water for 10 seconds.</p> <p>To use arms and legs to propel themselves without aids.</p> | |
| PS7 | <p>To accelerate from different static positions.</p> <p>To begin to choose a particular throw to return the ball quickly and accurately.</p> <p>To change elements of their throw to further or shorten distance.</p> <p>To change level, direction and pace during dance.</p> | <p>To answer questions about the water safety code.</p> <p>To collect three objects which are fully submerged, in one breath.</p> <p>To create own water safety code.</p> <p>To demonstrate a range of swimming strokes which are generally co-ordinated, e.g. backstroke kick, breaststroke arms.</p> | |

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| | <p>To demonstrate different combinations of jumps with control.</p> <p>To demonstrate some control whilst stopping, running, or changing direction with a ball.</p> <p>To hit a small ball over a net using a firm wrist with some consistency.</p> <p>To pass and receive a ball whilst running.</p> <p>To run at an even pace over longer distance.</p> <p>To suggest how they can improve their performance.</p> <p>To suggest how they can improve their running technique/time.</p> <p>To communicate effectively with teammates within a competitive game.</p> | <p>To demonstrate an awareness of how to pace themselves in distance challenges.</p> <p>To skull on the back, feet first.</p> <p>To skull on the back, head first.</p> <p>To swim 10 metres wearing light clothing.</p> <p>To swim on back for 15 metres.</p> <p>To swim on front for 15 metres.</p> <p>To tread water for 30 seconds.</p> | |
| PS8 | <p>To demonstrate good control, strength, speed and stamina in a variety of athletic events.</p> <p>To initiate physical activity for 20 minutes.</p> <p>To sustain running at a consistent pace.</p> <p>To undertake a broad range of physically active pursuits, e.g. sport, play, exploration.</p> <p>To apply pressure to an opponent in possession.</p> <p>To begin to influence a game.</p> <p>To change pace to maintain effective play.</p> <p>To identify the main rules and tactics of a variety of games.</p> <p>To pass and catch under pressure with consistent accuracy.</p> <p>To play different positions, understanding the role of each.</p> <p>To recognise their own achievements and those of others.</p> | <p>To collect four objects which are fully submerged, in one breath.</p> <p>To demonstrate awareness of survival techniques.</p> <p>To explain the need for hygiene.</p> <p>To perform handstands in water.</p> <p>To perform self-rescue techniques.</p> <p>To roll from back crawl to front crawl whilst swimming.</p> <p>To roll from front crawl to back crawl whilst swimming.</p> <p>To swim 25 metres confidently and proficiently.</p> <p>To swim through submerged hoops.</p> <p>To swim using three different strokes (mostly technically correct).</p> <p>To tread water for 60 seconds.</p> | |

MUSIC

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| ES1 | <p>To encounter activities and experiences.</p> <p>To react excitedly to music when sung to by a member of staff.</p> <p>To make sounds to a member of staff when engaging in an activity.</p> <p>To react excitedly to a familiar voice when a member of staff initiates interaction.</p> <p>To babble in a speech-like way when a member of staff initiates interaction.</p> |
| ES2 | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people.</p> <p>To begin to respond to people.</p> <p>To begin to react to sounds and objects.</p> <p>To begin to react to social interactions.</p> <p>To begin to vocalise during interactions.</p> <p>To demonstrate signs of intentional communication.</p> <p>To react to sounds with an intermittent heightened expressive response when hearing familiar noises.</p> <p>To vocalise to themselves, producing pleasure sounds when not engaged with a member of staff.</p> <p>To show enjoyment when familiar adults copy their vocalisations.</p> |
| ES3 | <p>To react to new activities and experiences.</p> <p>To demonstrate a brief interest in sounds and objects when encouraged by staff.</p> <p>To demonstrate contentment, excitement, happiness, sadness and surprise through expressions.</p> <p>To imitate sounds in their own manner when interacting with a familiar member of staff or more able peer.</p> <p>To imitate environmental sounds.</p> <p>To localise a sound source/ music or object consistently.</p> <p>To react excitedly to an activity when provided with new experiences.</p> |
| ES4 | <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To perform actions by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> <p>To anticipate a preferred activity.</p> <p>To communicate with a member of staff.</p> <p>To anticipate a familiar routine.</p> <p>To move to music rhythmically.</p> |

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| | <p>To respond to members of staff / peers.</p> <p>To track objects/stimuli until they are out of range.</p> <p>To babble tunelessly using musical tones when vocalising to themselves or others.</p> <p>To communicate with a member of staff through symbolic sounds/noises, e.g. laughter.</p> <p>To mimic others' mouth movements when communicating.</p> <p>To mimic others' intonation when communicating.</p> <p>To respond to other people's emotions with an emotional response.</p> |
| ES5 | <p>To explore objects and items in more complex ways.</p> <p>To begin to respond to options and choices.</p> <p>To join in hymns/ songs by vocalising.</p> <p>To respond to choice.</p> <p>To attempt to use sound/sign/symbol to imitate sounds.</p> <p>To change pitch indiscriminately whilst babbling to themselves or others.</p> <p>To change volume indiscriminately whilst babbling to themselves or others.</p> <p>To begin to vocally demonstrate the tone and rhythm of the language spoken at home.</p> <p>To join in rhymes or jingles with babble and a few recognisable words, signs, or symbols.</p> <p>To repeat a known phrase (delayed echolalia) to initiate interaction or request.</p> |
| ES6 | <p>To listen for, and try to identify, sounds outside.</p> <p>To independently explore objects, finding and communicating simple similarities they find.</p> <p>To locate an object kept in a familiar place.</p> <p>To respond to a new/unknown object, e.g. by manipulation.</p> <p>To show pleasure when hearing something they like.</p> <p>To communicate prepared words in presentation or performance when prompted.</p> <p>To Copy a new word or short phrase they enjoyed hearing, e.g. containing alliteration.</p> <p>To include intonation, pitch and changing volume when 'talking'.</p> <p>To dance to music.</p> <p>To imitate a range of sounds which are loud, quiet, quick or slow.</p> <p>To participate in presentations or performances with some prompting but delivery is clear (words, signs, or symbols).</p> |
| PS1 | <p>To describe music they have heard in simple terms, e.g. fast, loud, happy, etc</p> <p>To respond appropriately to the music of others.</p> |

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| | <p>To listen to and engage with a range of music.</p> <p>To make vocal or physical sounds in response to music.</p> <p>To stop and start when the music begins and finishes.</p> <p>To show some control with an instrument.</p> <p>To play a range of classroom instruments in the manner that has been demonstrated, e.g. hit, shake, pluck</p> <p>To play simple musical instruments.</p> <p>To differentiate between singing and speaking voice.</p> <p>To explore sound using a simple computer program.</p> |
| PS2 | <p>To demonstrate appropriate audience behaviour, e.g. listening quietly.</p> <p>To listen to longer pieces of music without disruption.</p> <p>To communicate about how music makes them feel.</p> <p>To demonstrate some understanding of the mood of a piece of music through responses/ movements.</p> <p>To express simple reasons why they like or dislike a piece of music, e.g. too fast, too slow.</p> <p>To experiment with moving to music in different ways.</p> <p>To play/ sing a high or low note on demand.</p> <p>To play longer or shorter notes when asked.</p> <p>To play louder or quieter notes when asked.</p> <p>To explore a range of musical instruments, demonstrating what they have found out.</p> <p>To investigate how to make/ stop sounds on different instruments.</p> <p>To repeat a rhythmic pattern.</p> <p>To select instruments by function e.g. striking/shaking to make a sound.</p> |
| PS3 | <p>To identify personal preferences for songs.</p> <p>To describe the notes heard using the words 'high' and 'low' accurately.</p> <p>To suggest reasons why they like a certain piece or style of music.</p> <p>To evaluate music they've heard using simple words.</p> <p>To perform a solo.</p> <p>To perform in a group.</p> <p>To try different methods of gaining new sounds from instruments.</p> <p>To change dynamics when playing an instrument in the course of the music.</p> <p>To name some familiar classroom instruments correctly.</p> |

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| | <p>To explore computer software to create new sound patterns.</p> <p>To create sounds to accompany a story, picture, feeling, etc.</p> |
| PS4 | <p>To recognise the difference between loud and quiet sounds, and silence.</p> <p>To communicate in simple terms about the tempo of music they hear.</p> <p>To listen to recorded and live music for a short period, commenting simply on musical elements.</p> <p>To clap back a short rhythm from music they have heard.</p> <p>To explore and describe different sounds from one instrument.</p> <p>To listen for and pinpoint long and short sounds in a piece of recorded music.</p> <p>To listen for and pinpoint high and low sounds in a piece of music.</p> <p>To sing songs with and without an accompaniment.</p> <p>To rehearse with others in small group.</p> <p>To complete call and response melodies choosing from different voices, e.g. singing or humming.</p> <p>To represent high and low sounds visually using simple patterns or picture symbols.</p> <p>To create a short musical sequence that combines long and short sounds.</p> <p>To create a rhythmic sequence which changes tempo.</p> <p>To create a pattern which shows a contrast in dynamics.</p> <p>To create a musical sequence which has a beginning and an end.</p> |
| PS5 | <p>To comment on the instruments they have seen played, e.g. their names, how they are played.</p> <p>To communicate about music they like, commenting on musical elements.</p> <p>To describe music they have heard, using simple musical elements as a basis, e.g. the tempo is fast, the dynamics are loud.</p> <p>To clap back rhythmic patterns of six beats/including rests.</p> <p>To communicate about simple differences they hear when listening to a range of music from different eras.</p> <p>To demonstrate how to make high, low, soft and loud sounds with different classroom instruments.</p> <p>To watch and follow the conductor to know how and when to play, e.g. faster, louder, to stop or start playing.</p> <p>To control the level of dynamics when playing a tuned or un-tuned instrument.</p> <p>To say a chant, mostly in time with others.</p> <p>To sing songs confidently with others.</p> <p>To breathe at the end of a phrase when singing.</p> <p>To recall songs or sound patterns from memory.</p> <p>To play a range of tuned and un-tuned instruments.</p> |

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| | <p>To include dynamic and tempo changes in their composition.</p> <p>To create rhythmic patterns which includes rests.</p> <p>To create a short vocal melodic pattern.</p> <p>To create a sequence of sounds which have a beginning, middle and end.</p> <p>To include repetition in their compositions, e.g. in rhythms or melodies.</p> <p>To create music or sounds using digital technology.</p> |
| <p>PS6 PS7 PS8+</p> | <p>Refer to the NC program of study for music KS2.</p> |

Art

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| ES1 | <p>To accept their hand being guided through a range of textures.</p> <p>To accept their hand being guided through wet paint.</p> <p>To close their hand when their palm is touched.</p> <p>To react to physical contact with minor physiological changes when their hands are touched.</p> <p>To react to textures with minor physiological changes when feeling rough or smooth surfaces.</p> |
| ES2 | <p>To acknowledge tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences.</p> <p>To attend briefly to their immediate environment intermittently with vision or grasp when not engaged with a member of staff.</p> <p>To demonstrate a fondness for soft textures.</p> <p>To grasp a variety of textures.</p> <p>To hold objects with a variety of textures.</p> <p>To react to light pressure tactile stimulus.</p> <p>To react to soft/rough texture tactile stimulus.</p> |
| ES3 | <p>To attempt to grab objects of interest using a raking motion.</p> <p>To demonstrate contentment through expressions and body language when textures please them.</p> <p>To engage in tactile activities by keeping hand on/in a substance when being prompted to do so.</p> <p>To hold objects with either hand using a palmar grasp when engaging in exploration.</p> <p>To indicate a preference for specific textures by moving their hand from one to another when working with a member of staff.</p> <p>To react excitedly to texture, showing signs when offered a variety of tactile experiences.</p> <p>To touch a variety of textures with any part of the skin without demonstrating defensive behaviour.</p> |
| ES4 | <p>To demonstrate growing hand to hand co-ordination e.g. clapping, passing a cup from one hand to the other.</p> <p>To explore objects using a range of body parts when given appropriate food items.</p> <p>To explore objects using a variety of actions when provided with a range of items, e.g. squeeze a ball, run media around a tray, pull objects towards them.</p> <p>To explore new objects willingly when offered by a familiar member of staff.</p> <p>To handle rough/ soft objects with interest when provided with a variety of textures.</p> <p>To manipulate materials in increasingly complex ways when given intricate objects.</p> <p>To react consistently to a variety of different sensory experiences when provided with familiar activities.</p> <p>To respond to liked stimuli consistently when provided with their favourite item/activity.</p> <p>To touch a range of textures without protest when provided with different objects.</p> |
| ES5 | <p>To explore a range of natural objects.</p> |

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| | <p>To feel the texture of surfaces.</p> <p>To hold objects in their hands.</p> <p>To indicate they wish to feel a texture.</p> <p>To request new material to stick when gluing e.g. gesturing to foil to stick to a picture.</p> <p>To return to a new/unfamiliar object to further explore it.</p> <p>To make marks with either hand.</p> <p>To stretch, tears and squash dough into rough shapes.</p> <p>To test new/unfamiliar objects e.g. through manipulation/squeezing.</p> |
| ES6 | <p>To communicate about textures.</p> <p>To communicate about the effects of different tools on dough.</p> <p>To crumple paper.</p> <p>To describe an object they have in their hand, giving more than one property.</p> <p>To experiment with the use of tools with dough.</p> <p>To squeeze a ball, dough etc.</p> |
| PS1 | <p>To notice obvious changes i.e. leaves changing colours.</p> <p>To wipe excess paint off a paint brush.</p> <p>To watch the paper as they make marks.</p> <p>To make a range of marks and shapes on paper with drawing tools.</p> <p>To use a dagger grip.</p> <p>To use a pincer grip.</p> <p>To show some control of a writing implement.</p> <p>To show some control when using a pencil/paintbrush.</p> <p>To identify a simple change.</p> <p>To communicate about textures they feel on different materials.</p> <p>To point to a favourite image.</p> <p>To look at others work.</p> <p>To listen as a staff member talks about a picture.</p> <p>To turn or move around artwork to look at it in different ways.</p> |
| PS2 | <p>To collect pictures from a range of sources that relate to a specific subject.</p> <p>To use tools effectively on pliable materials.</p> <p>To work in 2D and 3D.</p> |

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| | <p>To include a range of materials in their work in a variety of ways.</p> <p>To trace simple shapes.</p> <p>To trace large shapes.</p> <p>To copy simple shapes.</p> <p>To colour in a picture and try to keep within the lines.</p> <p>To state a preference for a colour, technique or decoration.</p> <p>To express an opinion with appropriate language.</p> <p>To identify a drawing, painting and sculpture.</p> <p>To talk about pictures they see in simple terms i.e. it's round, it's yellow.</p> |
| PS3 | <p>To collect pictures that interest them in a scrapbook or on the computer.</p> <p>To make models using a range of tools (under supervision).</p> <p>To mix colours and make adjustments to the colour.</p> <p>To discuss textures using simple vocabulary.</p> <p>To colour in a picture and keep within the lines most of the time.</p> <p>To hold a pencil correctly.</p> <p>To cut thicker materials with scissors.</p> <p>To draw lines with a ruler.</p> <p>To answer questions about what they are doing.</p> <p>To describe the difference in texture between two objects.</p> <p>To identify similarities and differences in a picture.</p> <p>To show awareness of styles from different cultures.</p> |
| PS4 | <p>To identify primary colours correctly.</p> <p>To identify different lines e.g. curved or straight.</p> <p>To describe colours simply i.e. warm or cold.</p> <p>To describe structures using terms related to shape and position.</p> <p>To match similar lines.</p> <p>To draw lines to create shapes.</p> <p>To cut a straight line with scissors.</p> <p>To cut simple shapes with scissors.</p> <p>To recognise obvious differences between two pieces of artwork.</p> <p>To include simple key words when describing what they like about artworks.</p> |

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| | To describe a different category of art. |
| PS5 | <p>To explore textures through rubbings of man-made and natural materials.</p> <p>To explore colour tones e.g. through paints.</p> <p>To draw a picture of an objects, paying attention to some detail.</p> <p>To communicate about their art and design work as it develops.</p> <p>To cut along lines, straight and curved with some accuracy.</p> <p>To produce different types of lines.</p> <p>To identify some techniques for using a range of common art tools and materials.</p> <p>To describe elements of a piece of art.</p> <p>To identify what is happening in the picture.</p> <p>To identify similarities and differences in the work of artists, craft makers and designers and relate this to their own work.</p> |
| PS6 | <p>To name the secondary colours.</p> <p>To identify and describe natural textures.</p> <p>To create textures using different media.</p> <p>To record and explore ideas from first hand observations.</p> <p>To include more than one technique within a piece of work.</p> <p>To mix colours to match e.g. a natural object.</p> <p>To manipulate materials to create new or different shapes.</p> <p>To explore simple reasons why art, craft and design words evoke specific feeling or emotions.</p> <p>To identify the tactile qualities of an object.</p> <p>To compare art, craft and design works against a criterion.</p> <p>To recognise some of the work of a few famous artists, architects and or/ designers.</p> |
| PS7 | <p>To use a colour wheel.</p> <p>To modify work while in progress.</p> <p>To draw or recreate familiar things from different viewpoints.</p> <p>To demonstrate some awareness of scales.</p> <p>To begin to draw simple 2D shapes in 3D.</p> <p>To discuss how simple 2D shapes are drawn in 3D.</p> <p>To attempt to create simple shapes with a third dimension.</p> <p>To produce increasingly accurate drawings of objects.</p> <p>To identify the successful elements of a design, artwork or object.</p> |

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| | <p>To consider designs and patterns from a range of cultures.</p> <p>To identify the focal point of a piece of art.</p> <p>To recognise that art styles change over a period of time.</p> |
| PS8 | <p>To demonstrate overall intentions clearly in the final art and design work.</p> <p>To experiment with ways to represent shape, form and space.</p> <p>To revisit and review artistic ideas.</p> <p>To produce more accurate observation.</p> <p>To use different media to create a range of tones.</p> <p>To use colour selectively.</p> <p>To create a range of effects using lines or marks e.g emotion.</p> <p>To discuss tone, textures and colours using appropriate vocabulary.</p> <p>To evaluate the ways materials are used in artwork.</p> <p>To recognise the role of artists, craft makers and designers in society.</p> |

Computing

| Step | Computer Science | Information & Communication | Online Safety |
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| ES1 | <p>Reacts to light, movement and noise with minor physiological changes when environmental lighting changes dramatically.</p> <p>Glances at objects within 50 centimetres when the objects are moved closer.</p> | | <p>Demonstrate recognition of familiar people.</p> <p>Demonstrate likes and dislikes.</p> |
| ES2 | <p>Acknowledges visual pleasure by brief responsive smiling when provided with enjoyable optical experiences.</p> <p>Reacts to a range of new experiences with an intermittently heightened expressive response when prompted.</p> <p>Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy.</p> | | <p>React negatively when something unexpected happens.</p> <p>Initiate communication with familiar members of staff.</p> <p>React consistently to stimulus when interacting in familiar activities.</p> |
| ES3 | <p>Engages in co-active exploration proactively when working with a member of staff.</p> <p>Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects.</p> <p>Localises a light source/moving object/sound source regularly without prompting.</p> <p>Explore different types of technology.</p> | | <p>React excitedly when provided with new experiences.</p> <p>Show they have had enough of something.</p> <p>Engage in co-active exploration with a familiar person.</p> <p>Notice peers that are alongside them in play activities.</p> |
| ES4 | <p>Anticipates the results of an action with excited mannerisms when a member of staff undertakes a known activity.</p> <p>Explores an object for three to five minutes when working coactively.</p> <p>Explores an activity for three to five minutes when working coactively.</p> <p>Follows a simple one- or two-key word instruction when accompanied by gestures and context.</p> <p>Applies a familiar action to a familiar cause-and-effect activity after a previous positive response.</p> <p>Applies a familiar action to a new cause-and-effect activity to try and make it work.</p> <p>Applies a new action to a familiar cause-and-effect activity after a previous negative response.</p> <p>Performs actions by trial and improvement when experiencing failed attempts.</p> <p>Responds to activities consistently when they frequently undertake them over extended periods of time.</p> | | <p>Access digital content online.</p> <p>Choose content to watch or listen to.</p> <p>Take turns and share equipment with support.</p> <p>Spend a limited amount of time on the internet.</p> |
| ES5 | <p>Repeatedly undertakes an action to affect an outcome, e.g. hits a button multiple times.</p> <p>Repeats an action in order to obtain a similar effect.</p> | | |

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| | <p>Recognise different devices.</p> <p>Access content using an access device.</p> | | |
| ES6 | <p>Activates a light switch when requested.</p> <p>Expect an outcome from an action.</p> <p>Explores pictures on a screen.</p> <p>Start /stops an action when told.</p> <p>Make something happen using technology.</p> <p>Explore basic parts of a computer.</p> <p>Recognise success/failure of an action.</p> | | |
| PS1 | <p>Activates a switch to operate a device, e.g. a fan, a monitor, etc.</p> <p>Activates a switch to random audible and visual prompts.</p> <p>Experiences a range of access/control devices.</p> <p>Operates control device in response to auditory/visual prompt.</p> <p>With support, presses a control device using their fingers.</p> <p>Presses a switch at a specific point to achieve a desired result.</p> <p>Presses switches in random order to watch outcome.</p> <p>Shows signs of attempting to make one-to-one correspondence between activity.</p> <p>Understands that the control device causes the change of action.</p> <p>Uses an access/control device to make an object appear.</p> <p>Uses an object with buttons, e.g. cash register.</p> | <p>Demonstrates an awareness that specific actions cause an expected result.</p> <p>Draws or moves shapes using an art application with some support.</p> <p>Explores pictures on a screen.</p> <p>Inputs text - random letters.</p> <p>Moves objects on screen.</p> <p>Recognises familiar people on a video clip.</p> <p>Recognises that when the equipment is turned off, it won't work.</p> <p>Selects any icon in a 3 by 3 matrix on a digital device.</p> <p>Touches a specific image on a screen.</p> <p>Touches keys, switches, a mouse or a rollerball.</p> <p>Understands one to one correspondence between switch press and action.</p> <p>Explore basic parts of a keyboard.</p> <p>Use a mouse, touch screen, access device for targeting/selecting options.</p> <p>Access different multimedia content.</p> | <p>Begins to use the term 'me' when referring to themselves.</p> <p>Communicates who their friends are.</p> <p>Nods, signs, or uses symbols in agreement to a suggestion or viewpoint of another.</p> <p>Removes themselves from unpleasant situations.</p> <p>Shares an activity with another person.</p> <p>Stops an action when told.</p> <p>Waits until asked to start an action.</p> <p>Takes turns in game with help from a member of staff.</p> |

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| <p>PS2</p> | <p>Chooses between two switches to create preferred effects.</p> <p>Controls an action to achieve desired result.</p> <p>Discovers the use of a switch when it is offered by exploring to see how it operates.</p> <p>Recognises that certain actions produce predictable results and refines their actions.</p> <p>Inputs simple operations with some support, e.g. enters directions into a floor turtle.</p> <p>Demonstrates understanding that each switch in a two-switch activity will trigger a separate action.</p> <p>Uses two switches.</p> | <p>Chooses symbols in a computer program to create sound patterns.</p> <p>Clicks on the icon to start their favourite application.</p> <p>Controls a program with the space bar.</p> <p>Controls horizontal movement using a switch.</p> <p>Identifies a printer symbol on a screen.</p> <p>Identifies that some equipment is plugged in.</p> <p>Moves an object across the screen.</p> <p>Presses a switch to attract attention.</p> <p>States a clear preference for a form of access to technology, e.g. switch, touch screen or keyboard.</p> <p>Understands that a single action is complete, or that the whole activity is completed.</p> <p>Explore a range of digital devices (cameras, microphones).</p> | <p>Communicates with peers co-operatively.</p> <p>Describes the information they can see onscreen, e.g. green house, little dog, numbers.</p> <p>Describes the result of their action.</p> <p>Identifies behaviour that could be considered as right and wrong.</p> <p>Identifies things they can/cannot do.</p> <p>Names people in their immediate family.</p> <p>Recognises that images on a monitor can represent reality, e.g. an apple.</p> |
| <p>PS3</p> | <p>Completes an image or sound using a switch.</p> <p>Describes the effect of turning an object on or off.</p> <p>Explores the results of pressing a button on a robot.</p> <p>Gives another person forward, backward and turn instructions to move from one point to another.</p> <p>Interacts with a computer sequencing program.</p> <p>Moves through simple maze on computer.</p> <p>Operates simple appropriate structured software.</p> <p>Physically follows 'forward', 'backward' and 'turn' instructions.</p> <p>Repeats switch pressing at appropriate time.</p> | <p>Adds text to a document.</p> <p>Asks for saved text or pictures to be retrieved.</p> <p>Changes sounds on an electronic musical device.</p> <p>Chooses the best application (from a limited choice) for their task.</p> <p>Chooses to replay a video or audio recording.</p> <p>Creates work that includes pictures and text.</p> <p>Enters their name on the computer.</p> <p>Finds named letters on a QWERTY keyboard.</p> <p>Indicates program they wish to use.</p> <p>Moves the cursor around the screen using a mouse.</p> | <p>Accepts rules of the setting.</p> <p>Adds their opinion to a discussion.</p> <p>Describes what they like or do not like.</p> <p>Explains the difference between right and wrong giving simple examples.</p> <p>Identifies ownership, e.g. of familiar items.</p> <p>Identifies who they can speak to when either they or someone else are upset.</p> <p>Realises what they do affects others.</p> <p>Suggests a way they can share information with someone.</p> <p>Suggests who a stranger might be.</p> |

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| | <p>Stops activating a switch when the action is complete.</p> <p>Uses a single click of the mouse to select an object.</p> | <p>Operates a remote control toy.</p> <p>Presses keys and the space bar on a keyboard to produce text.</p> <p>Presses the play and stop button on media player.</p> <p>Selects applications using logos.</p> <p>Uses a graphics program, e.g. to create a picture.</p> <p>Uses cameras to take still and moving pictures.</p> <p>Verbalises what they want to search for.</p> <p>Works with a member of staff online.</p> | |
| <p>PS4</p> | <p>Creates simple programs using symbols, e.g. robot.</p> <p>Defines an algorithm simply.</p> <p>Describes a range of algorithms, e.g. fire alarm, recipe, shampoo.</p> <p>Discusses an existing storyboard.</p> <p>Draws a storyboard for an everyday activity.</p> <p>Expresses simple algorithms using symbols.</p> <p>Lists examples of software which can be activated by switches.</p> <p>Outlines what input, output and program means for a robot.</p> <p>Recognises that computers need exact instructions.</p> <p>Recognises that devices can be controlled by switches.</p> <p>Runs, checks and changes simple programs.</p> <p>Suggests a simple linear algorithm.</p> <p>Suggests a way to improve their program.</p> | <p>Adds a picture to a document.</p> <p>Asks for support to save pictures and text.</p> <p>Collects data using technology with support.</p> <p>Creates a document using a picture and some text.</p> <p>Creates pictures using simple computer drawing packages.</p> <p>Explains that they can use ICT to show their ideas.</p> <p>Identifies what a password is.</p> <p>Explains when and why they would use a password.</p> <p>Identifies different types of digital information, e.g. text, photo, graph.</p> <p>Moves pictures in their document.</p> <p>Opens their document with some support.</p> <p>Recognises that their work can be saved and retrieved.</p> <p>Resizes pictures in their document.</p> <p>Selects pages on the internet that they think are relevant.</p> | <p>Describes a real and simulated experience on the internet, e.g. playing a game.</p> <p>Explains how choosing a wrong action can have negative consequences.</p> <p>Explains how it is possible to send personal information to others.</p> <p>Explains why their password is only for them.</p> <p>Gives an example of personal information.</p> <p>Recognises that they have the right to say how their belongings are shared.</p> <p>Recognises they can choose to share their belongings with others.</p> <p>Shares what they have learnt with others.</p> <p>Identifies that it is not safe to communicate with people they do not know.</p> <p>Takes turns using equipment.</p> |

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| | | <p>Suggests different ways to communicate digitally with others.</p> <p>Uses a search engine with assistance.</p> | |
| PS5 | <p>Identifies that actions will result from a sequence of instructions.</p> <p>Lists a series of precise instructions to move around objects.</p> <p>Predicts where a set of instructions will take a robot.</p> <p>Programs using simple logo language.</p> <p>Watches a demonstration of the use of a computer program and then use it with a high degree of success.</p> <p>Writes a simple sequence of computer instructions to create an outcome.</p> | <p>Captures what they want to say using sentences with support.</p> <p>Creates music or sounds using digital technology.</p> <p>Creates a range of simple documents using templates, e.g. menus, leaflets.</p> <p>Creates text, adds pictures and uses sound and animation with support.</p> <p>Decides whether a photo is worth keeping.</p> <p>Demonstrates that the caps lock capitalises all letters until it is turned off.</p> <p>Demonstrates the use of the return key to start a new line.</p> <p>Edits texts using delete and backspace.</p> <p>Experiments with font, text size and colour.</p> <p>Gives examples of different types of content on websites, e.g. text, video, images.</p> <p>Identifies the key words they will use in a search.</p> <p>Moves from one page to another easily on a website.</p> <p>Observes and gives examples of how data is represented digitally.</p> <p>Recognises what could be given as their personal information, e.g. their date of birth.</p> <p>Retrieves text and pictures.</p> <p>Takes photos that are in focus.</p> | <p>Engages politely with others over the internet.</p> <p>Explains simply why they need to have a member of staff close by when on the internet.</p> <p>Gives examples of different ways to communicate online.</p> <p>Identifies obvious differences between two simple accounts of one event.</p> <p>Identifies simple safety rules, e.g. when crossing roads, online, fire safety.</p> <p>Informs a member of staff when they use the internet.</p> <p>Names people they can trust or ask for help.</p> <p>Recognises that there are a variety of sources for information.</p> <p>Recognises that they have ownership of information.</p> <p>Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private.</p> <p>Shares and takes turns appropriately.</p> <p>Shares the use of equipment and storage appropriately.</p> |
| PS6 | <p>Debugs a simple program.</p> | <p>Explores the use of animation, sound, paint and video to present information.</p> | <p>Demonstrates a consistently polite and considerate manner, e.g. when</p> |

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| | <p>Identifies outcomes using logical reasoning.</p> <p>Identifies the basic order of actions that will happen from sequence of instructions.</p> <p>Plans and enters a sequence of instructions forming an algorithm.</p> <p>Suggests why computers need more precise information than humans.</p> <p>Understands what an algorithm is, giving an example.</p> | <p>Finds relevant pages from their web search.</p> <p>Opens and alters documents, then saves the changes.</p> <p>Records music and/or sounds they have created to evaluate.</p> <p>Saves and retrieves information.</p> <p>Saves text and pictures in the appropriate place.</p> <p>Saves their work to edit it later.</p> <p>Takes and saves pictorial images, e.g. video, photos.</p> | <p>on-line, communicating face-to-face.</p> <p>Gives examples of different sources of information online.</p> <p>Gives examples of who they should not share personal information with.</p> <p>Gives examples of who they should share personal information with.</p> <p>Gives examples when to say 'No', e.g. online, in person, in different situations.</p> <p>Keeps personal information private.</p> <p>Manages their time on the internet with some support.</p> <p>Recognises that strangers are people they do not know in real life or online.</p> <p>Shares their learning online with others.</p> <p>Suggests who they can go to when they have concerns about content they are viewing online.</p> <p>Suggests why it is important to know who they are communicating and sharing learning and information with when online.</p> <p>Tells a member of staff as soon as something they don't feel comfortable with happens.</p> |
| <p>PS7</p> | <p>Changes input to achieve a different result.</p> <p>Creates a simple algorithm with a loop.</p> <p>Creates and edits procedures.</p> <p>Debugs a program written for a robot.</p> <p>Devises and enters a series of instructions to move a robot from one place to another.</p> <p>Explains how an algorithm works.</p> | <p>Collects and records data in a database.</p> <p>Decides in which media to present their work.</p> <p>Downloads information to an appropriately designated folder with some assistance.</p> <p>Edits their documents with some support.</p> <p>Experiments with effects available from multimedia packages.</p> <p>Extracts information from a database.</p> | <p>Communicates information or opinions that do not cause offence.</p> <p>Distinguishes between fact and opinion.</p> <p>Evaluates the purpose of a website.</p> <p>Explains how they know that information put on social media is not private.</p> <p>Explains how to protect themselves from cyberbullying.</p> <p>Explains how to report concerns related to the internet.</p> |

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| <p>Gives instructions involving repetition.</p> <p>Identifies bugs in a program.</p> <p>Recognises they need to test and check sequences to identify errors.</p> <p>Recognises why there is a need to test programs and algorithms.</p> <p>Records steps required to complete program.</p> | <p>Identifies different methods of communication online.</p> <p>Identifies the purpose of a tool or device.</p> <p>Includes several mediums in their presentation, e.g. sound, text, video.</p> <p>Lists equipment that is attached to their computer network, e.g. printer.</p> <p>Records, retrieves and improves their work using technology.</p> <p>Saves information in an appropriate place with some assistance.</p> <p>Suggests what they could do to improve their presentation, e.g. manipulate PowerPoint slides to create effects.</p> | <p>Explains how to use social media with care.</p> <p>Explains their strategy for dealing with unwanted websites.</p> <p>Explains why cyberbullying is unacceptable.</p> <p>Explains why files should not be downloaded without permission, e.g. music.</p> <p>Gives examples of a secure password.</p> <p>Gives examples of an unsecure password, e.g. birthday, telephone number.</p> <p>Identifies risks when using the internet.</p> <p>Recognises that not everything on the internet is accurate.</p> <p>Recognises that once they press send they cannot get information/photos back.</p> <p>Recognises that their post is open to the public.</p> <p>Recognises that they are communicating with people and that they have feelings.</p> <p>Recognises that websites often change.</p> <p>Reports cyberbullying to a member of staff.</p> <p>Respects the point of view of others.</p> <p>Responds to a known person by email.</p> <p>Suggests why they should not fill in forms online that request personal details without checking with a member of staff.</p> <p>Suggests why they should not give anyone online personal details even when requested.</p> <p>Uses age appropriate websites.</p> |
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| <p>PS8</p> | <p>Debugs programs to achieve the desired output.</p> <p>Detects errors logically.</p> <p>Explains simply how search results are selected.</p> <p>Explains the need for an efficient algorithm.</p> <p>Predicts the outputs of the program.</p> <p>Programs using algorithms as reference.</p> <p>Programs using algorithms to assist with more complex tasks.</p> <p>Recognises that problems sometimes can be divided into smaller parts.</p> <p>Refines a procedure to improve efficiency.</p> <p>Writes a program which follows an algorithm and achieves a planned outcome.</p> | <p>Collects and presents data in a spreadsheet.</p> <p>Combines a range of media to achieve the required outcomes.</p> <p>Combines a variety of digital devices to produce their work.</p> <p>Completes a data process from question to presentation.</p> <p>Downloads material to correct place.</p> <p>Edits a video.</p> <p>Identifies the appropriate tool for the task, e.g. data logger.</p> <p>Records, explores and manipulates sounds using technology.</p> <p>Stores work in appropriate files/folders.</p> <p>Structures presentations linking multimedia, hyperlinks and transitions.</p> | <p>Chooses secure passwords.</p> <p>Communicates and shares with others using appropriate online tools.</p> <p>Demonstrates respect for others' viewpoint.</p> <p>Explains the terms 'internet troll' and 'trolling'.</p> <p>Explores social media privacy settings.</p> <p>Gives examples of times others tried to persuade them to do things they would not normally do.</p> <p>Identifies some of the dangers when communicating via the internet.</p> <p>Identifies who can see their writing and photos.</p> <p>Lists alternative methods of getting help or advice, e.g. ChildLine.</p> <p>Names some sites they can rely on for factual and balanced information.</p> <p>Recognises appropriate and inappropriate uses of the internet.</p> <p>Recognises that apps have age ratings and descriptions that should be checked.</p> <p>Recognises that material on the internet is the property of someone.</p> <p>Recognises the impact of cyber-bullying.</p> <p>Recognises the need to save evidence of cyberbullying.</p> <p>Recognises their responsibility to report inappropriate material.</p> <p>Recognises what support is available in their setting to combat cyberbullying.</p> |
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Life Skills

| Step | Personal Care | Community | Daily Living Skills |
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| ES1 | <p>To remain passive throughout.</p> <p>To accept different parts of their body being moved during changes.</p> <p>To accept going into the bathroom with full physical prompt.</p> | <p>To accept community experiences with full physical prompt from staff.</p> <p>To accept positional changes.</p> <p>To accept new experiences.</p> | <p>To react to voices.</p> <p>To begin to show some simple reflexes.</p> <p>To accept different parts of their body being moved in different motions.</p> <p>To remain passive during lunch and snack time.</p> |
| ES2 | <p>To show some anticipation when being dressed and undressed.</p> <p>To move their fingers/toes in response to dressing.</p> <p>To show response to immersion in water.</p> <p>To accept their teeth being brushed.</p> <p>To accept their hair being brushed or tied up.</p> | <p>To begin to respond to people, events or objects.</p> <p>To begin to attend to people, events, or objects.</p> <p>To begin to recognise familiar people, events and objects.</p> <p>To begin to communicate simple choices.</p> | <p>To show emerging awareness of activities and experiences.</p> <p>To begin to react to social interactions.</p> <p>To show awareness of food textures.</p> <p>To be fed by an adult.</p> <p>To sit near peers during meal times.</p> |
| ES3 | <p>To move their hands/feet in response to dressing.</p> <p>Shows some awareness of independently moving their body whilst being dressed and undressed.</p> <p>To begin to relate object to function.</p> <p>To be able to sit on the toilet.</p> | <p>To move themselves into a different position.</p> <p>To move towards a desired object.</p> <p>To make a choice out of 2 familiar items.</p> <p>To anticipate known events.</p> <p>To respond to new experiences.</p> <p>To demonstrate an awareness of objects names.</p> <p>To follow simple instructions.</p> | <p>To be able to feed themselves finger food independently.</p> <p>To hold empty cutlery.</p> <p>To understand basic safety commands such as no and stop.</p> <p>To anticipation in response to food e.g. opening mouth, making sounds.</p> <p>To Recognise resources/equipment related to food e.g. plate, spoon, cup, biscuit tin.</p> |
| ES4 | <p>To help to take arm out of sleeve.</p> <p>To put their arm down their sleeve.</p> <p>To be able to take off a hat.</p> <p>To pull off socks.</p> <p>To help to pull down pants when unfastened.</p> <p>To help when drying hands.</p> <p>To allow their nose to be wiped.</p> | <p>To move with purpose.</p> <p>To begin to show awareness of location.</p> <p>To choose between 2 activities.</p> <p>To be able to hold money to pay with support.</p> | <p>To feed themselves once loaded by an adult.</p> <p>To hold a cup with 2 hands.</p> <p>To Recognise resources/equipment related to food preparation e.g. knives, oven, kettle, toaster, microwave.</p> <p>To follow a basic hygiene routine with support.</p> |

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| | To attempt to brush own hair. | | |
| ES5 | <p>To use different body parts to splash water.</p> <p>To take off shoes when untied.</p> <p>To be able to take off gloves.</p> <p>To be able to take off their coat when unfastened.</p> <p>To assist with wiping their face with a towel.</p> <p>To sometimes use the toilet when placed on it.</p> | <p>To walk with control.</p> <p>To walk sensibility in the local community.</p> <p>To push a trolley with support.</p> | <p>To attempt to scoop up foods.</p> <p>To drink out of a cup with 2 hands.</p> <p>To attempt to feed themselves.</p> <p>To drink with a straw.</p> <p>To be able to return their empty fork to plate.</p> <p>To begin to understand the terms hot and cold.</p> <p>To be able to Peel fruit when started off.</p> <p>To attempt to wash dishes with support.</p> |
| ES6 | <p>To be able to wash themselves in the shower or bath.</p> <p>To flush the toilet independently.</p> <p>To independently take their clothes off once unfastened.</p> <p>To brush their teeth not thoroughly.</p> <p>To indicate they need the toilet by symbol, gesture, switch or vocalisations.</p> <p>To be able to brush own hair.</p> | <p>To wait patiently at traffic lights.</p> <p>To recognise cars.</p> <p>To begin to recognise facilities and make links to its function e.g., pool to swimming.</p> <p>To understand that items are in exchange of money.</p> <p>To help to carry shopping.</p> | <p>To independently drink out of a cup.</p> <p>To scoop up with a fork.</p> <p>To wash hands for lunch with adult supervision.</p> <p>To accept assistance to use knives, ovens, toaster, scissors, kettle, microwave safely.</p> <p>To anticipate next step in familiar routine e.g. making a juice drink, making a sandwich, making toast.</p> <p>To co-operate with washing hands before food preparation.</p> <p>To know that rubbish goes in the bin.</p> |
| PS1 | <p>To be able to clean own teeth independently.</p> <p>To wash own hands.</p> <p>To place coat on a hook (not necessarily their own).</p> <p>To identify their own coat.</p> <p>To look at themselves in the mirror appropriately.</p> | <p>To recognise roads, paths and kerbs.</p> <p>To recognise different types of transport.</p> <p>To accept holding hands at the road.</p> <p>To begin to use please and thank you appropriately.</p> <p>To sit appropriately on a chair.</p> <p>To indicate the need for the toilet in the community.</p> <p>To try new experiences confidentially.</p> <p>To recognise 1p and 2p coins.</p> | <p>To attempt to feed themselves with little spillage.</p> <p>To begin to pierce foods with a fork with adult help.</p> <p>To begin to show awareness of purpose of equipment e.g. Oven to cook, sharp knives to cut.</p> <p>To listen to instructions when using equipment in the home environment.</p> <p>To name some fruit/ vegetables.</p> <p>To peel fruit independently.</p> <p>To begin to complete activities independently e.g. gets drink of water, spreads with a knife.</p> |

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| | | To follow a simple shopping list. To have heard of stranger safety. | To sort cutlery. |
| PS2 | To attempt to unbutton buttons. To attempt to independently dress themselves. To be able to zip up their own coat. To attempt to close large button. To be aware of methods of self-cleaning. To attempt to blow their nose. To attempt to create their own hair style. To check their hair/clothing in the mirror with prompt. To show preferences to outfits. | To walk downstairs safely. To accept when an activity is finished. To wait appropriately in a queue. To hold the door open for others. To pay for items up to 5p. To carry out familiar routines in familiar context e.g. stop, look left and right and listen at road edge with support. To be aware of who is a stranger. | To attempt to pour a drink from a jug to cup. To wash hands for lunch independently. To cut up soft foods. To explore healthy and unhealthy foods. To explore a wide variety of foods. To begin to show a greater awareness of safety when using kitchen equipment. To eat and swallows only edible items. To have awareness of purpose of equipment e.g. oven to cook food, knives to cut food. To follow a visual sequence for a familiar recipe with support. To wash and dry dishes. |
| PS3 | To open and close buttons. To do up poppers. To put on shoes independently. To attempt to thread tongue through the buckle. To be able to successfully wash themselves. To use a variety of different products in the bath/shower. To show preferences to outfits and begin to express why. | To stay with known adult when in the community. To help to prepare supplies for a trip out. To follow rules in the community. To use self-service check out with support. To show some awareness of dangers e.g. cars on road. To use own knowledge and tells an adult when it is safe to cross. To know not to talk to a stranger. To know not to accept anything from a stranger. To discuss water safety. | To attempt to use a knife and fork correctly. To show independently preference to foods and drinks. To identify healthy and unhealthy foods. To be able to name some common dangers e.g. glass. To use equipment appropriately. To use a range of equipment/resources safely with support e.g. knives, oven, microwave. To demonstrate some understanding of the need for hygiene when preparing food e.g. clean cloths/equipment, not licking spoon/fingers. To sequence a visual familiar recipe. To make a simple cold snack. To make a bed in the correct sequence. |

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| | | | <p>To put things away correctly.</p> <p>To set a table for a group meal.</p> <p>To vacuum a room.</p> |
| <p>PS4</p> <p>–</p> <p>PS8</p> | <p>To dress themselves in sequence.</p> <p>To dress themselves with minimal help.</p> <p>To hang their belongings on the correct peg independently.</p> <p>To independently identify their own belongings.</p> <p>To independently make clothing choices based on the weather.</p> <p>To be aware of the importance of washing themselves.</p> <p>To know the use of: soap, shampoo, toothpaste, nailbrush, flannel and toothbrush.</p> <p>To understand the need for deodorant.</p> <p>To begin to understand how to protect themselves from germs.</p> <p>To be aware of the importance of washing their hands after the toilet.</p> <p>To be able to explain choice of clothes for whole outfit, including shoes and socks.</p> | <p>To understand that rules help them.</p> <p>To understand personal space when out in the community.</p> <p>To recognise appropriate places to access public transport.</p> <p>To respect property in the environment.</p> <p>To use public transport independently.</p> <p>To solve money problem solving questions.</p> <p>To recognise coins up to £2.</p> <p>To recognise coins needs.</p> <p>To communicate with shop staff.</p> <p>To actively take part in road safety lessons.</p> <p>To show Awareness of places that are unsafe to play e.g. by a main road.</p> <p>To show Awareness of emergency services.</p> <p>To show basic knowledge of how to obtain help in an emergency.</p> | <p>To feed themselves independently.</p> <p>To use a fork, knife and spoon correctly.</p> <p>To make their own drink independently.</p> <p>To clean up after themselves at meal times.</p> <p>To Identify things that can burn.</p> <p>To have awareness of emergency services.</p> <p>To describe how to use electrical equipment safely.</p> <p>To read sell by and use by dates on food.</p> <p>To know that they need to wash and dry hands thoroughly before preparing food and eating and handling.</p> <p>To show understanding of food storage e.g. fridge.</p> <p>To show awareness of the risk of being near a hot oven, boiling kettle, hot pans etc.</p> <p>To follow basic instructions/recipe e.g. cup of tea.</p> <p>To make a simple hot snack by combining two or more cooking methods e.g. beans on toast.</p> <p>To operate dial on washing machine correctly to begin a wash.</p> <p>To make a bed independently.</p> <p>To be aware of different drying methods.</p> |

Forest Schools/ECO

| Step | |
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| ES1 | <p>To encounter activities and experiences outdoors.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p> |
| ES2 | <p>To show emerging awareness of activities and experiences outdoors.</p> <p>To begin to attend to people, surroundings or objects.</p> <p>To begin to respond to people, surroundings or objects.</p> <p>To begin to react to social interactions.</p> |
| ES3 | <p>To react to new activities and experiences.</p> <p>To show interest in people, surroundings or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in exploring natural resources with different properties.</p> <p>Begins to engage in activities that have an effect.</p> |
| ES4 | <p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p> <p>Begins to communicate desired areas to explore outdoors.</p> |
| ES5 | <p>To begin to communicate intentionally.</p> <p>To explore natural objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop an awareness of object permanence.</p> <p>To begin to respond to options and choices.</p> <p>To engage with items for extended periods of time.</p> <p>To remember learned responses and may anticipate known events.</p> <p>Begins to explore the outdoors independently showing increasing awareness of boundaries.</p> |
| ES6 | <p>To explore objects and items in more complex ways.</p> |

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| | <p>To remember learned responses over more extended periods.</p> <p>Begins to follow rules and boundaries outdoors.</p> <p>Actively explore objects with increasing independence.</p> <p>Becoming increasingly independent in showing curiosity and respect for the outdoors.</p> <p>Uses all their senses to explore natural materials.</p> <p>Communicate about what they see in their surroundings with limited support.</p> <p>Explores natural materials with similar properties.</p> <p>Is willing to try new experiences and explore independently.</p> |
| PS1 | <p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>Begins to use knowledge to identify parts of plants and trees.</p> <p>With support collects leaves to engage in a range of different activities.</p> <p>Shows awareness of their surroundings, plants, trees and minibeasts.</p> <p>Actively supports staff in looking after the environment.</p> <p>Communicates what they can hear, see, touch and smell in their environment.</p> <p>Shows response to birds and minibeasts.</p> <p>Shows increasing confidence of exploring outdoors.</p> |
| PS2 | <p>Begins to communicate with support about different things they see in their environment.</p> <p>Notices changes in their environment through different seasons.</p> <p>Becomes more independent in looking after the environment and identifying what we may need to do this.</p> <p>Helps to create habitats and living spaces for any creatures/animals in the environment.</p> <p>Shows increasing independence in looking after plants in the environment.</p> <p>Confidently explores natural resources.</p> |
| PS3+ | <p>Becomes more confident in naming natural resources, animals, trees and plants in the environment.</p> <p>Explores the surroundings confidently and independently.</p> <p>Is familiar with the routine and able to anticipate what comes next.</p> <p>Becomes more independent in setting up activities and finding the resources in their surroundings to complete this.</p> <p>Indicates likes and dislikes in their environment.</p> <p>Effectively communicates about their environment.</p> <p>Engages with other peers confidently in the environment.</p> <p>States how their environment and the things in it makes them feel.</p> |

Appendix A – Science Progression Map

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
|--------------------------|---|---|---|--|--|--|
| Animals Including Humans | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; • identify and name a variety of common animals that are carnivores, herbivores and omnivores; • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults; • find out about and describe the basic needs of animals, including humans, for survival (water, food and air); • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; • identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans; • identify the different types of teeth in humans and their simple functions; • construct and interpret a variety of food chains, identifying producers, predators and prey. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; • describe the ways in which nutrients and water are transported within animals, including humans. |
| Plants | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; • identify and describe the basic structure of a variety of common flowering plants, including trees. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants; • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; • investigate the way in which water is transported within plants; • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | | | |

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
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| Living Things and Their Habitats | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive; • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • identify and name a variety of plants and animals in their habitats, including microhabitats; • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways; • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; • recognise that environments can change and that this can sometimes pose dangers to living things. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; • describe the life process of reproduction in some plants and animals. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; • give reasons for classifying plants and animals based on specific characteristics. |
| Evolution and Inheritance | | | | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
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| Seasonal Changes | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons; • observe and describe weather associated with the seasons and how day length varies. | | | | | |
| Forces | | | <p>Forces and Magnets</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces; • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance; • observe how magnets attract or repel each other and attract some materials and not others; • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; • describe magnets as having 2 poles; • predict whether 2 magnets will attract or repel each other, depending on which poles are facing. | | <p>Forces</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; • identify the effects of air resistance, water resistance and friction, that act between moving surfaces; • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. | |

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
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| Light | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light; • notice that light is reflected from surfaces; • recognise that light from the sun can be dangerous and that there are ways to protect their eyes; • recognise that shadows are formed when the light from a light source is blocked by an opaque object; • find patterns in the way that the size of shadows change. | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines; • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| Sound | | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating; • recognise that vibrations from sounds travel through a medium to the ear; • find patterns between the pitch of a sound and features of the object that produced it; • find patterns between the volume of a sound and the strength of the vibrations that produced it; • recognise that sounds get fainter as the distance from the sound source increases. | | |

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
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| Earth and Space | | | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth and other planets relative to the sun in the solar system; • describe the movement of the moon relative to the Earth; • describe the sun, Earth and moon as approximately spherical bodies; • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | |
| Electricity | | | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity; • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; • recognise some common conductors and insulators, and associate metals with being good conductors. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; • use recognised symbols when representing a simple circuit in a diagram. |

| | Progression Step 3 | Progression Step 4 | Progression Step 5 | Progression Step 6 | Progression Step 7 | Progression Step 8 |
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| Materials | <p>Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made; • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; • describe the simple physical properties of a variety of everyday materials; • compare and group together a variety of everyday materials on the basis of their simple physical properties. | <p>Uses of Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <p>Rocks</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; • describe in simple terms how fossils are formed when things that have lived are trapped within rock; • recognise that soils are made from rocks and organic matter. | <p>States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases; • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | <p>Properties and Changes of Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; • demonstrate that dissolving, mixing and changes of state are reversible changes; • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | |

Appendix B – RE Progression Map

| | Progression Step 6 & 7 | Progression Step 8 | Progression Step 9 |
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| Beliefs and teachings (from various religions) | <p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; b describe the main festivals of a religion. | <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books. | <p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society. |
| Rituals, ceremonies and lifestyles (from various religions) | <p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle. | <p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. | <p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader. |
| How beliefs are expressed | <p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story. | <p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. | <p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time to reflect and personal growth</p> | <p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people. | <p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences. | <p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Values (in your own life and others lives)</p> | <p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals. | <p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own. | <p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others. |