

Year A - 2022/23			English	Maths	LIFE Skills	Science	Humanities	Art/D&T	Computing	PE
H e a l t h a n d W e l l b e i n g	A u t u m n 1	<u>Sticks, stones and mud</u>	Outcome – Narrative <ul style="list-style-type: none"> • Three Little Pigs • Mud! • Stick Man • Stone Age Boy 	White Rose Maths	L - Think positive I - Autism & Neurodiversity F -How and why are Allah and Muhammad (PBUH) important to Muslims? E -Me and My Zones	Physical World Rocks (Phase 3 – Explore Life Cycles Y5 unit)	History Stone Age, Bronze Age and Iron Age Skill - Knowledge of people and changes in the past	D&T The Wheel	Information Technology Mouse Skills Typing Skills	Balance and core skills
	A u t u m n 2	<u>Light and Dark</u> <u>Fireworks</u> <u>Starry Night</u>	Outcome – Non chronological Report <ul style="list-style-type: none"> • Katie and the Starry Night • The Owl who was Afraid of the Dark 	White Rose Maths	L - It's My Body (+Y6 – RSE) I - Safety in the home F -How do Hindus view God and how is Diwali celebrated? Christmas Week E -Tools to Regulate	Light, Sound & Forces Light	Geography Christmas Around the World Skill – Locational Knowledge	Art Starry Night - Van Gogh Skill - painting	Information Technology Data	Dance & Movement
R e l a t i o n s h i p s	S p r i n g 1	<u>Me, Myself and I</u>	Outcome – Poetry <ul style="list-style-type: none"> • You Choose • Red Rockets and Rainbow Jelly • We are All Different 	White Rose Maths	L - Be Yourself I - Plans for the Future F -What is my point of view about God and why do people have faith? E - Caution Triggers Ahead	Animals Inc. Humans About Me/What Makes Us	Geography Local Geography Skill – Skills and Fieldwork	Art Self-portraits Skill - drawing	on Information Technology Creating Content	Gymnastics & apparatus
	S p r i n g 2	<u>Incredible India</u>	Outcome – Instructions <ul style="list-style-type: none"> • Chapati Moon • Pattan's Pumpkin 	White Rose Maths	L - TEAM I – Friendships/ Keeping Safe at School F -How do Hindus worship? Easter / Eid E -Size of the Problem	Habitats Habitats from Around the World/Classifying Living Things and their Habitats	Geography India – comparative study Skill – Place Knowledge	Art Batik patterns Skill - printing	Digital Literacy	Throwing and catching
L i v i n g i n t h e W i d e r w o r l d	S u m m e r 1	<u>Brilliant Britain</u> <u>Coronation of King Charles</u>	Outcome – Letters <ul style="list-style-type: none"> • Katie in London • The Queen's Hat • Paddington 	White Rose Maths	L - Diverse Britain I - Prepare a trip F -What does it mean to belong? E -Expected and Unexpected Behaviour	Plants Introduction to Plants/Plant Life Cycles	History <u>Kings and Queens/Riotous Royalty</u> Skill - People and changes in the past	D&T Food – Cooking using local produce Outcome – Coronation Party on Tuesday 9 th May	Computer Science Coding	Phase 2 – Balance bikes Phase 3 - Athletics

Id	Summer 2	Industry	WHOLE SCHOOL TEXT The Last Wolf Outcome – Narrative	White Rose Maths	L - Money Matters I - Managing our Money F -How do Sikhs Worship? Why is community & equality important to Sikhs? E -Understanding Different Perspectives	Materials	History Victorians (KS1), Industrial Revolution (KS2) EV – Science and Industry Museum	D&T Moving Pictures/ Mechanical Posters	Computer Science Control	Team games (Using running, jumping, twisting, turning, throwing and catching skills)
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Year B - 2023/24			English	Maths	LIFE Skills	Science	Humanities	Art/D&T	Computing	PE
Health and Wellbeing	Autumn 1	<u>Transport</u>	Outcome – Narrative <ul style="list-style-type: none">Naughty BusMy Gumpy's Motor CarJourney (trilogy)	White Rose Maths	L – Safety First I – Road Safety & Travel, Safety in the Community, How you get help F – <u>What do Jews believe about God?</u> E - Me and My Zones	Light, Sound & Forces Forces and Magnets/Forces	History <u>Travel and Transport/ Railways</u> Skill – Chronological Understanding	D&T Making moving vehicles	Information Technology Mouse Skills Typing Skills	Balance and core skills
	Autumn 2	<u>Families</u>	Outcome – Poetry <ul style="list-style-type: none">The Family BookSo MuchThe Big Book of Families	White Rose Maths	L – Growing up (+Y6 – RSE) I – Household tasks F – <u>How is the Muslim faith expressed through family life?</u> <u>Christmas Week</u> E -Tools to Regulate	Animals inc. Humans Growth/Evolution and Inheritance (Phase 3 – Explore Life Cycles Y5 unit)	History Local History EV – Lion Salt Works Skill – Interpretation and Investigation & Presenting, organising and Communicating	Art Portraits Skill: Drawing	Information Technology Data	Dance & Movement
Relationships	Spring 1	<u>Farming</u>	Outcome – Narrative <ul style="list-style-type: none">Pig in a PondA Squash and a SqueezeTidy	White Rose Maths	L – VIPs I – Prepare a snack/drink F – <u>How do Jews demonstrate their faith through their communities?</u> E -Caution Triggers Ahead	Plants Growth & Care/Exploring the World of Plants	Geography Countryside and Farming Skill – Human Geography	Art - painting Landscapes	Information Technology Creating Content	Gymnastics & apparatus
	Spring 2	<u>Toys</u>	Outcome – <ul style="list-style-type: none">Toys in SpaceThe Old Toy RoomGorilla	White Rose Maths	L – Digital wellbeing I – Leisure F – <u>How can I understand different Easter concepts?</u> <u>Easter / Eid</u> E -Size of the Problem	Materials	History KS1 <u>History of toys</u> /KS2 <u>History of Leisure and Entertainment</u> Skill – Interpretation & Investigation	D&T Sewing puppets	Digital Literacy	Throwing and catching

Living in the wider world	Summer 1	<u>Sand and Sea</u>	Outcome – Letters/postcards <ul style="list-style-type: none">• Billy's Bucket• Sharing a Shell• Night Pirates• The Pirate Cruncher	White Rose Maths	L – One world I – Safety (sun, sea and water safety) F – Who was Jesus and why is he important to Christians today? E -Expected and Unexpected Behaviour	Habitats Living things and their Habitats	Geography Seasides/Water Skill – Physical Geography	Art Natural collage with beach objects	Computer Science Coding	Phase 2 – Balance bikes Phase 3 - Athletics
	Summer 2	<u>Olympics and Paralympics</u>	Outcome – Non chronological Report <ul style="list-style-type: none">• Dogs don't do ballet• Ready, Steady, Mo• Aya and Pete in Paris	White Rose Maths	L – Aiming high I – Prepare a meal/shops for items F – What is Humanism? E -Understanding Different Perspectives	Health & Nutrition All About Diet and Health/Food and Digestion/The Heart and Health	Geography – France and Paris Skill – Place Knowledge	D&T – Food French Food	Computer Science Control	Team games (Using running, jumping, twisting, turning, throwing and catching skills)

Year C - 2024/25			English	Maths	LIFE Skills	Science	History/ Geography	Art/D&T	Computing	PE
Health and Wellbeing	Autumn 1	<u>It's a Wonderful World</u>	WHOLE SCHOOL TEXT The Leaf Thief Outcome – Captions/Non Chronological Report	White Rose Maths	L – Think positive I – Autism & Neurodiversity F – What do we think about how the world was made and how should we look after it? E -Me and My Zones	Phase 1 & 2 – Physical World Seasonal Changes Phase 3 – Nature and the Environment	Geography What a Wonderful World/Extreme Earth	Art Landscapes – Artist focus Monet. Skill focus - painting	Information Technology Mouse Skills Typing Skills	Balance and core skills
	Autumn 2	<u>Celebrations</u>	Outcome – Narrative <ul style="list-style-type: none">• Rama and Sita• Christmas Story• Hannukah Story	White Rose Maths	L – It's My Body (+Y6 – RSE) I – Safety in the home F – Why is Christmas celebrated by Christians? Christmas Week E -Tools to Regulate	Light, Sound and Forces Light & Electricity	Celebrations around the world	D&T Phases 1 & 2 - Christmas Decoration Phase 3 – Light Up Christmas Decorations	Information Technology Data	Dance & Movement
Relationships	Spring 1	<u>I am what I am</u>	Outcome – Narrative/Diary <ul style="list-style-type: none">• It's OK to be Different• Elmer• Wonder• Funnybones• The Odd Egg	White Rose Maths	L – Be Yourself I – Plans for the Future F – How do Muslims worship? How do Muslims express new beginnings? E -Caution Triggers Ahead	Animals inc. humans About Me/What Makes Us	History within our lifetimes	D&T Moving Pictures	Information Technology Creating Content	Gymnastics & apparatus

	S p r i n g 2	Myths and Legends	Atticus and the Ancient Greeks Greek Myths – Marcia Williams Outcome – Narrative/Myths and Legends	White Rose Maths	L – TEAM I – Keeping Safe at School F – How and why do Christians worship? What are the benefits for believers? Easter / Eid E -Size of the Problem	Animals inc. Humans About Animals (Phase 3 – Explore Life Cycles Y5 unit)	KS1 Traditional British Stories/KS2 Ancient Greece	Art 3D Sculpture Ancient Greek style Pots	Digital Literacy	Throwing and catching
Living in the Wider World	S u m m e r 1	Towns and Cities	Pupil Choice of Text – Classes to choose/vote based on pupil motivations. Outcome – Instructions.	White Rose Maths	L – Diverse Britain I – Prepare a trip F – What can we learn from Christian religious buildings and music? E -Expected and Unexpected Behaviour	Materials Everyday materials /properties of materials	Local History	Art – Collage Landscapes and Cityscapes	Computer Science Coding	Phase 2 – Balance bikes Phase 3 - Athletics
	S u m m e r 2	Money, money, money	Jasper's Beanstalk Bee Outcome – Non chronological report/Persuasive writing	White Rose Maths	L – Money Matters I – Manages own money F – What is respect? Linking RE to No Outsiders project. Handling artefacts with respect E -Understanding Different Perspectives	Plants Growth and Care/Life cycles	Romans (focus on money and trade)	D&T Food Technology Edible Gardens Making food with vegetables grown in Science and selling in our 'farm shop'	Computer Science Control	Team games (Using running, jumping, twisting, turning, throwing and catching skills)

Year D - 2025/26			English	Maths	LIFE Skills	Science	History/ Geography	Art/D&T	Computing	PE
Health and Wellbeing	A u t u m n 1	People who Help Us	Outcome – narrative • Pip and Egg • Starry Eyed Stan (twinkl) • Lost and Found • The Perfect Fit	White Rose Maths	L – Safety first I – Uses public transport, safety in the community, how to get help. F – Why is the Bible a special book for Christians? How do Christians use the Bible to help their lives? E - Me and My Zones	Health and Nutrition Diet and Health/Heat and Health	Geography Local geography Skill: Mapwork	Art Lowry	Information Technology Mouse Skills Typing Skills	Balance and core skills
	A u t u m n 2	Homes	Outcome – Newspaper Report • Three Little Pigs • The True Story of the Three Little Pigs.	White Rose Maths	L – Growing up (+Y6 – RSE) I – Household tasks F – How do Jews show faith through practices and celebrations? Christmas Week	Physical World States of Matter	History Homes through the ages inc. castles	D&T - Structures	Information Technology Data	Dance & Movement

					E - Tools to Regulate					
R e l a t i o n s h i p s	S p r i n g 1	Food Glorious Food	Outcome – Instructions • The Enormous Turnip • The Hungry Caterpillar • Oliver's Vegetables • Superpea (series)	White Rose Maths	L – VIPs I – Make a snack/drink F – <i>Why are the Five Pillars important to Muslims?</i> E -Caution Triggers Ahead	Health and Nutrition All about Diet/Food and Digestion	Geography Where food comes from	D&T – Salads Skill: Food and nutrition	Information Technology Creating Content	Gymnastics & apparatus
	S p r i n g 2	Communication	Outcome – Narrative • Speak Up • The Boy who Cried Wolf • The Day the Crayons Quit	White Rose Maths	L – Digital wellbeing I – Uses a phone Leisure (gaming) F – <i>How did Jesus teach about God and values through parables?</i> <i>Easter / Eid</i> E -Size of the Problem	Light, Sound and Forces Sound/Electricity	History Communication through history	D&T – Mechanical Posters	Digital Literacy	Throwing and catching
L i v i n g i n t h e w i d e r w o r l d	S u m m e r 1	Bugs and Insects	WHOLE SCHOOL TEXT Outcome – Poetry Bugs Galore	White Rose Maths	L – One world I – Safety in the community F – <i>Free Choice Life Stages. Inc. linking RE to No Outsiders project.</i> E -Expected and Unexpected Behaviour	Habitats Living things and their habitats/Classifying Living Things and their Habitats	Geography Magical mapping Skill: Fieldwork	Art - Insects Skill: Drawing	Computer Science Coding	Phase 2 – Balance bikes Phase 3 - Athletics
	S u m m e r 2	Africa	Outcome – Letters/postcards • Handa's Surprise • The Ugly Surprise • Meerkat Mail	White Rose Maths	L – Aiming high I – Preparing a snack/shops for items F – <i>What is the Kingdom of God and what do Christians believe about the afterlife?</i> E - Understanding Different Perspectives	Materials Exploring Everyday Materials/ Properties of Materials	Geography Phase 1 and 2 – Sensational Safari History Phase 3 Ancient Egypt EV – World Museum, Liverpool	Art Phase 1 & 2 – Colour Chaos Phase 3 – Ancient Egyptian	Computer Science Control	Team games (Using running, jumping, twisting, turning, throwing and catching skills)

Progression Map – Living (PSHE)

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Understanding the World
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UKS2

- talk about their thoughts, feelings and behaviours;
- identify unhelpful and helpful thoughts;
- suggest outcomes linked to certain thoughts, feelings and actions;
- discuss ways in which positive thinking can be beneficial;
- identify and discuss uncomfortable emotions;
- identify common choices we have to make in life;
- use basic mindfulness techniques, when guided;
- describe what makes a good learner.

LKS2

- discuss things they can do independently that they used to need help with.
- describe what a dare is and identify situations involving peer pressure.
- know when to seek help in risky or dangerous situations.
- identify and discuss some school rules for staying safe and healthy.
- list some of the dangers we face when we are using roads, water or railways.

- describe drugs, cigarettes and alcohol in basic terms.
- identify some common injuries and know they can be treated with first aid.
- recognise hazards and dangers in an emergency situation.
- state 999 as the number to call to seek help in an emergency.

UKS2

- describe what a dare is and identify situations involving peer pressure;
- know when to seek help in risky or dangerous situations;
- identify and discuss some school rules for staying safe and healthy;
- recall the number to dial in an emergency;
- list some of the hazards they might find at home;
- understand some substances at home can be dangerous;
- list some of the dangers we face when we are around roads, railways or water;
- know the key points of the firework code

LKS2

- understand the importance of sleep, exercise and healthy

- eating.
- discuss what happens to muscles when we exercise them.
- understand they can choose what happens to their body and know when a 'secret' should be shared.
- explain that too much sugar is bad for health.
- know the difference between medicine and harmful drugs and chemicals.
- explain how germs travel and spread disease.
- identify ways to protect their bodies from ill health.

UKS2

- understand that they can choose what happens to their own bodies;
- know where and how to get help if they are worried;
- understand the importance of sleep, exercise and healthy eating;
- identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;
- identify positive aspects about themselves;
- discuss the choices related to health that they make each day;
- identify choices that will

- benefit their health and provide a 'balanced lifestyle';
- identify ways to protect their bodies from ill health.

LKS2

- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- understand that there are many different types of family;
- identify similarities and differences in different loving relationships;
- explain in simple terms how babies are made and how they are born.

- identify someone they could

UKS2

- name physical changes young people will experience during puberty.

- describe emotional changes young people might experience during puberty.
- appreciate that there is no such thing as a perfect body.
- list things that all loving relationships have in common.
- explain what a sexual

- relationship is.
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- explain how babies are conceived and how they are born.
- identify someone they could talk to about their changing body, should they need to.

LKS2

- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages

- they receive from the media about how they should look, think and behave are not always realistic;
- suggest ways to make things right after a mistake has been made;
- explain that mistakes help them to learn and grow.

UKS2

- discuss scenarios where children are torn between 'fitting in' and being true to themselves;
- explain how to communicate their feelings in different situations;
- create a role play to show different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.

LKS2

- with support, discuss how the impact of our attitudes affects us when trying to make new friendships;

- with support, plan out how they will be an anonymous friend over the week;
- use a support sheet to discuss the dares within a story;
- use a support sheet to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied, with a support sheet of idea

UKS2

- share ideas for ways we can care for our VIPs;
- create a poster to show a calming technique with support;
- discuss how a disagreement could be handled with support;
- explain ways to resist pressure with support;
- identify which secrets are OK to keep and which need to be shared with support;
- identify some aspects of healthy and unhealthy relationships;
- identify different types of relationships.

Progression Map – Living (PSHE)

	TEAM	Digital Wellbeing	Diverse Britain	One World	Money Matters	Aiming High
Phases 2	<ul style="list-style-type: none">•show the teams they belong to through cutting out appropriate images;•follow instructions and create a tower by applying good listening;•use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others;•work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary.•work as a group to sort thoughts given into helpful and not-so-helpful categories;•sort images of behaviours into good and not-so-good choices.	<ul style="list-style-type: none">• identify ways we use the Internet;• talk about different activities they like to do both online and offline;• discuss some of the risks that are present when we go online;• explain how to get help if anything online frightens them;• give examples of personal information and understand that we keep it private;• talk about ways people communicate online and explain what to do if something they see worries them;• understand that not everything we see on the Internet is true.	<ul style="list-style-type: none">• talk about special people in their life and say why they are special;• talk about different homes around the world and identify how they are the same as and different from their own;• describe what their school is like;• explain what an environment is;• explain what natural resources are and identify how people use them;• say what they love about the world in which they live and describe how they would feel if these things disappeared.	<ul style="list-style-type: none">• talk about special people in their life and say why they are special;• talk about different homes around the world and identify how they are the same as and different from their own;• describe what their school is like;• explain what an environment is;• explain what natural resources are and identify how people use them;• say what they love about the world in which they live and describe how they would feel if these things disappeared.	<ul style="list-style-type: none">• explain what a global citizen is;• say what global warming is;• understand that human energy use can harm the environment;• understand the importance of not wasting water;• understand what biodiversity is;• understand that their choices can have far reaching consequences.	<ul style="list-style-type: none">• discuss their star qualities;• identify what a positive learning attitude is;• talk about jobs they can do when they grow up;• discuss what skills and interests are needed for different jobs;• talk about hopes they have for the future;• discuss what they are looking forward to about next year.

Phases 3	<p>LKS2</p> <ul style="list-style-type: none">• use pictures to express their thoughts, feelings and worries;• plan and create a role play about a team scenario;• with support, read clues and work as a team to solve a crime;• with support, identify a feeling and how it is being expressed;• show the resolution to a dispute through pictures and with the key words given;• use a word mat to create a list of good deeds they can contribute. <p>UKS2</p> <ul style="list-style-type: none">• understand what successful teamwork skills are;• express opinions respectfully;• explain what collaborative working is;• discuss what a compromise is;• discuss different types of unkind behaviour;• identify ways of showing care to others in their team;• list shared responsibilities within the class team.	<p>LKS2</p> <ul style="list-style-type: none">• identify some positives and negatives of the Internet;• explain what to do if they experience or see bullying online;• explain ways to communicate safely online and identify ways to get support if they do not feel safe;• assess the reliability of online information;• explain what personal information includes;• know why we shouldn't share passwords and private information;• explain why we have rules and restrictions around the technology we use. <p>UKS2</p> <ul style="list-style-type: none">• All children should be able to... • identify the benefits and risks of the Internet;• understand it is important to look after their digital wellbeing;• recognise the signs of inappropriate and harmful online relationships;• identify the benefits and risks of social media;• understand that online bullying is wrong and what to do to get help to make it stop;• explain that not all online information is true.	<p>LKS2</p> <ul style="list-style-type: none">• describe what it is like to live in Britain;• talk about what democracy is;• talk about what rules and laws are;• talk about what liberty means;• describe a diverse society;• describe what being British means to them. <p>UKS2</p> <ul style="list-style-type: none">• talk about the range of faiths and ethnicities in Britain;• explain how and why laws are made;• explain what a community is;• discuss some roles of local government;• describe the basic structure of national government;• talk about the role of charities and voluntary groups in the community.	<p>LKS2</p> <ul style="list-style-type: none">• describe similarities and differences between people's lives.• identify opinions that are different from their own.• express their own opinions.• recognise that their actions impact on people in different countries.• know what climate change is.• know there are organisations working to help people in challenging situations in other communities. <p>UKS2</p> <ul style="list-style-type: none">• explain what a global citizen is;• say what global warming is;• understand that human energy use can harm the environment;• understand the importance of not wasting water;• understand what biodiversity is;• understand that their choices can have far reaching consequences.	<p>LKS2</p> <ul style="list-style-type: none">•discuss where money comes from;•talk about reasons people go to work;•discuss payment resources we can use to spend money;•consider why and how people might borrow money;•discuss the choices we have about how to spend our money;•explain ways we can keep track of what we spend. <p>UKS2</p> <ul style="list-style-type: none">• talk about what financial risk is.• discuss the ways advertisers try to influence consumers.• identify what it means to be a 'critical consumer'.• describe what 'value for money' means.• talk about what it means to budget.• discuss how money can affect people's emotions.• talk about ethical spending.• talk about what tax is.	<p>LKS2</p> <ul style="list-style-type: none">• discuss their personal achievements and skills;• identify what a positive learning attitude is;• talk about a range of jobs that people do;• discuss what skills and interests are needed for different jobs;• talk about jobs they might like to do in the future;• discuss what skills they might need to do certain jobs. <p>UKS2</p> <ul style="list-style-type: none">• discuss their personal achievements and skills;• discuss different learning styles;• identify what a helpful learning attitude is;• talk about the range of jobs that people do;• understand what a stereotype is;• talk about skills employers look for in employees;• work with others in a team;• discuss the skills everyone needs to succeed.

Progression Map – Independence and Community Participation (ICP)

	Autism and Neurodiversity	Road Safety and Travel/ Safety in the Community	Safety in the Home	Household Tasks	Plans for the Future	Prepare a snack / drink
Phases 1	<p>Identifies own characteristics</p> <ul style="list-style-type: none">·Identifies features of own physical appearance·Identifies preferences in relation to own appearance·Identifies physical similarities and differences between self and others	<p>Walks safely by the side of road</p> <ul style="list-style-type: none">· Walks safely with adult (holding hands / arm in arm) by the side of road· Follows verbal prompts to stop or wait at roadside	<p>Follows 'rules' for keeping safe in the home</p> <p>Shows caution in relation to hot items</p>	<ul style="list-style-type: none">· Identifies when household cleaning is required·	<p>Manages own time / routines</p> <ul style="list-style-type: none">· Understands and uses a visual system for managing routines	<p>Prepares a simple snack</p> <ul style="list-style-type: none">· Chooses snack <p>Makes a drink for self and / or others</p> <ul style="list-style-type: none">· Chooses own drink

Phases 2	<p>Identifies own characteristics</p> <ul style="list-style-type: none">·Identifies features of own personality·Identifies similarities and differences in character / personality between self and others·Has a sense of belonging to different groups <p>Identifies interests and strengths</p> <ul style="list-style-type: none">·Identifies activities / interests they like / dislike·Identifies own strengths / talents·Identifies ways in which interests, strengths and talents might lead to opportunities in the future·Seeks to extend their areas of strength·Recognises and expresses how they feel when they are doing something they enjoy / succeed at	<p>Walks safely by the side of road</p> <p>Walks safely beside adult (no contact) by the side of road</p> <ul style="list-style-type: none">· Walks safely with group by side of road· Walks safely by side of road without support <p>Crosses road safely</p> <ul style="list-style-type: none">· Crosses road safely with adult· Uses pelican crossing safely· Uses zebra crossing safely· Crosses road safely in familiar environment· Crosses road safely in unfamiliar environment	<p>Pays attention to labels on household items</p> <p>Is careful when handling kitchen utensils / materials</p> <p>Recognises when food is not safe to eat</p> <p>Uses electrical / gas appliances safely</p> <p>Remembers to turn taps off</p> <p>Recognises tasks that may pose a risk in the home</p>	<ul style="list-style-type: none">· Understands why household cleaning is required· Prepares equipment for household tasks <p>Safely uses household appliances e.g. vacuum cleaner</p>	<p>· Manages own time / routines ·</p> <ul style="list-style-type: none">· Understands and uses a range of formats for telling timeUnderstands and uses a range of formats for Records events / appointments / deadlines in diary / calendar / planner· Refers to diary / calendar / planner to check events recorded· Acts on information in diary / clendar / planner· Sets reminders for self· Works out how long is needed to complete a task· Completes tasks in a given time· Is on time for scheduled events	<p>Prepares a simple snack</p> <ul style="list-style-type: none">· Makes preparations for making a snack· Makes snack using relevant skills· Tidies away ingredients / equipment <p>Makes a drink for self and / or others</p> <ul style="list-style-type: none">· Asks others what they would like to drink· Identifies what they will need· Locates what they will need· Makes a cold drink effectively <p>Participates in mealtime with others</p> <ul style="list-style-type: none">· Lays table appropriately· Sits at table for duration of meal· Waits turn for food to be served· Uses cutlery appropriately· Differentiates between finger foods / need for cutlery· Communicates needs at mealtime· Serves others during meal· Engages in communication during meal· Helps to clear table· Excuses self / asks to leave table
Phases 3	<p>Understands own diagnosis</p> <p>Understands diagnosis of autism and how this makes them different from non autistic people</p> <ul style="list-style-type: none">· Understands the impact on them that can be caused by environments not being autismfriendly	<p>Finds way / follows directions</p> <ul style="list-style-type: none">· Finds way to a familiar location· Identifies common signs· Uses signs to find way· Follows directions to reach a location· Uses a map to find a location· Asks for directions from a safe person if unsure / lost	<p>Asks for help with a task that may pose a risk in the home</p> <p>Knows how to get help in an emergency at home</p> <p>Takes responsibility for keeping home secure e.g. locking front door</p>	<p>Safely uses household products</p> <ul style="list-style-type: none">· Hygienically disposes of used / dirty cleaning items	<p>Plans for the future</p> <ul style="list-style-type: none">· Understands different types of living arrangements· Contributes to decision making about living arrangements· Identifies own support needs· Makes choices / decisions about education / career / leisure pathways· Identifies strengths / skills / interests· Knows where to access advice and support about planning for the future	<p>Prepares to make a meal</p> <ul style="list-style-type: none">· Chooses meal to prepare· Identifies what is required to prepare meal· Locates ingredients / utensils to prepare meal <p>Prepares a meal</p> <ul style="list-style-type: none">· Opens containers / packaging· Follows instructions on food labels· Follows a recipe· Handles utensils safely and effectively· Uses appliances safely and effectively· Monitors foods during cooking process and makes adjustments as needed· Identifies when food is cooked <p>Orders a meal</p> <ul style="list-style-type: none">· Chooses what they would like to eat· Orders a takeaway meal by phone or online· Orders a meal, snack and / or drink at the counter· Orders a meal, snack or drink from waiter / waitress· Pays for meal, snack or drink using appropriate payment

	Keeping Safe at School	Leisure	Prepare a Trip	Personal Safety (sun, sea, water)	Managing our Money	Prepare a meal /shop for items
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P h a s e 1	Follows procedures for keeping safe at school / college Recognises that some rules are present to keep themselves safe at school / college	Shows preference for particular activities · Identifies own preferred activities · Is willing to try out new leisure activity with support / preparation · Communicates enjoyment of a new leisure activity · Communicates dislike of a new leisure activity · Makes a choice between leisure activities · Communicates what they like / dislike about a leisure activity	Plans a journey / trip outs Road Safety, joins trips on minibus		Role Play shop	Goes to Shop
P h a s e 2	Follows safety instructions for using equipment Co-operates with fire safety drills / procedures	Plans own leisure activity · Finds information about chosen activity · Makes preparations for taking part in activity · Prepares items they will need for leisure activity Engages in social exchange within leisure activity · Initiates interaction about leisure activity · Responds to interaction about leisure activity · Recalls others involved in leisure activity or who have similar interests Takes account of others within activities · Takes turn within leisure activity · Copes with presence of others within leisure activities · Copes with others approaching an activity differently	Plans a journey / trip outs · Identifies best way to get to destination · Uses app or online tool to plan route · Plans route using a map Finds times of chosen transport · Prepares what they will need to take with them on journey / trip out · Knows own home address		· Identifies sources of income · Identifies expenditure within a given period · Plans budget according to income and expenditure Understands purpose of saving money · Knows about different ways of saving money	Prepares to go shopping · Plans what they need to buy · Identifies which shop / s they will need to visit · Prepares what they will need to take to shops Shops for items · Locates item / s in shop / online · Asks for help in locating item / s · Makes a choice between items · Manages own sensory needs within shop · Checks price of items · Takes account of budget when choosing items
P h a s e 3	Recognises that others' proposals / suggestions may pose a risk Chooses to say 'No' to risks or suggestions proposed by others Knows how to get help in situations that are potentially unsafe at school / college	Accepts and applies guidance within leisure activities · Follows instructions within activity · Accepts and applies suggestions for how to improve performance within activity · Practices activity with the aim of improving · Accepts and applies boundaries for time spent on leisure activities	Prepares to use public transport · Finds correct stop / platform · Checks information about departure · Stands safely on kerb / platform whilst waiting · Indicates bus should stop (if necessary) · Takes place in queue to board transport · Buys ticket for public transport Uses public transport · Shows ticket / pass to driver / conductor · Stores ticket safely for future use · Finds an 'appropriate' empty seat · Copes with proximity of other public transport users · Responds appropriately to attempts at communication from other transport users · Locates where to get off · Signals that they want to get off at next stop by pressing bell (bus) · Checks they have belongings before getting off Solves problems that may occur when travelling · Recognises when they find a situation difficult and applies a strategy to help · Uses mobile phone to seek help from agreed source if unsure how to proceed · Asks appropriate person for information / help · Takes appropriate action to solve problem · Avoids people / situations that		· Understands the function of a bank account · Knows about different types of bank account · Knows how to use credit / debit cards · Knows where to seek advice about money matters	Pays for items in shop · Waits to pay for items · Pays for items using appropriate means / amounts · Waits for change / receipt · Checks change / receipt · Packs shopping

			pose a risk			
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Progression Map – Emotional Regulation (Zones)

	Me and My zones	Tools to Regulate	Caution Triggers Ahead	Size of The Problem	Expected and unexpected Behaviours	Understandin g different perspectives
P h a s e 1	<p>Students identify simple emotions</p> <p>Students match simple emotions to zones</p> <p>Text: On Monday when it Rains</p> <p>Outcome: Create Zones Wall Poster</p>	<p>Students Explore Sensory Support tools / Yoga/ breathing exercises</p> <p>Identify Calming tools</p> <p>Outcome:Make a Sensory bag with preferred Tools</p>	<p>Students identify which Zone they are in</p> <p>Outcome: Create a Zones Book "Me in My zones"</p>	<p>Introduce Size of the Problem</p> <p>Students identify little and big problems</p>	<p>Students gain an understanding of expected and unexpected behaviours</p> <p>Outcome: Create List of expected and unexpected behaviours in the classroom</p>	<p>Students identify emotions in others and talk about they feel.</p>
P h a s e 2	<p>Students Become Familiar with the Zones</p> <p>Students increase Emotions vocabulary - more complex emotions (Zones Bingo)</p> <p>Students Increase recognition of facial Expression</p> <p>Outcome: Individualised Check In Board (updated annually)</p>	<p>Students understand they can engage in different strategies to self regulate</p> <p>Outcome: Make Toolbox of preferred Tools</p>	<p>Students identify when they may feel in a particular Zone</p> <p>Students understand different events change the way they are feeling</p> <p>Students improve emotional vocabulary to describe how they are feeling</p> <p>Text: I have Feelings too interactive book of reading emotions by Joan Green</p>	<p>Introduce Size of the Problem</p> <p>Students identify little and big problems</p> <p>Outcome: Make a size of the problem collage</p>	<p>Students deepen their understanding of expected and unexpected behaviours</p> <p>Students learn that their behaviours can change and affect others thoughts and feeling</p> <p>Students discuss expected and unexpected behaviours in the wider world and within the social context</p>	<p>Students learn to take other perspectives into account so they can regulate more effectively</p> <p>Students reflect on how their behaviours may impact those around them</p> <p>Use Comic strips and thought bubbles</p>

Phase 3	<p>Students identify more complex emotions</p> <p>Students deepen their understanding of the Zones</p> <p>Students map their Zones across the day</p> <p>Outcome: Create Zones Collage / Map zones across the day</p>	<p>Students recognise opportunities in their day to use Zones Tools</p> <p>Students select an appropriate Tool based on their Zone</p> <p>Students track effectiveness of tools</p>	<p>Students gain an understanding they are more successful when in the Green zone</p> <p>Students recognise personal triggers that lead to yellow and red zone</p> <p>Students work on problem solving to avoid triggers</p> <p>Outcome: Make Triggers Board</p>	<p>Introduce Superflex and Rockbrain, (Inner Coach vs Inner Critic)</p> <p>Link to Size of the Problem and ability to Problem solve</p> <p>Students improve ability to self regulate</p>	<p>Social thinking - Students begin to consider the viewpoint of others</p> <p>Text: thinking about you thinking about me</p>	<p>Students gain skills in viewing others perspectives and how others may feel about their behaviour</p> <p>Outcome: Social mapping expected and unexpected behaviours</p>
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Progression Map – RE

	Christianity	Islam	Judiasm	Hinduism	Sikhism	Humanism
Phase 1	<p>The Christians believe in God and I have explored my views about God</p> <p>That Jesus is a special person for Christians and can tell you about his birth</p> <p>That the church is a special place for Christians where they can worship and there are people there who have special roles</p> <p>Can tell you about special events including Christmas and Easter</p> <p>The Bible is a special book for Christians</p> <p>Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all</p>	<p>Children to learn that many Muslims fast for a month (Ramadan) sunrise to sunset. At the end of Ramadan there is a celebration called Eid-Al-Fitr.</p>		<p>Children to learn how Hindus celebrate Diwali.</p>		

Phases 2	<p>Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</p> <p>·Explain why Christians might choose to follow Jesus. ·Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied.</p> <p>Explain how Christians view the creation of the world and try to take care for it.</p> <p>Evaluate what it means to Christians to belong to a church.</p> <p>Talk about how Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.</p> <p>Evaluate key teachings studied from the Bible and explain why they may be important to Christians. Explain how Christians see God as 'Three in One' through symbols.</p> <p>Analyse what Christians can learn about Jesus from nativity stories.</p> <p>Describe and suggest reasons why Christians call Jesus, Saviour.</p> <p>Explain the concept of salvation.</p> <p>Describe how Christians live their lives as disciples.</p>	<p>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. Explain that the Qu'ran is the holy book of Islam and say how it should be treated.</p> <p>Show an understanding of at least two Muslim artefacts and explain how they are used.</p> <p>Describe at least three things that might happen at a Muslim baby's naming ceremony.</p> <p>Describe at least three things that might happen at a Muslim marriage.</p> <p>Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet.</p> <p>Recall at least three key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu'ran and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'</p> <p>Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</p> <p>Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque.</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs.</p>	<p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives</p> <p>Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</p> <p>Reflect on why and how Jews worship</p> <p>Explain the importance of the Covenant for Jews</p>	<p>Explain how a Hindu may worship at home or in the mandir</p> <p>Describe and explain how a Hindu celebrates Diwali and Holi</p>	<p>Explain how Sikhs believe in all pathways leading to God</p> <p>Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life</p>	<p>Describe the main beliefs of Humanism and begin to compare it to following a religious belief</p> <p>Say what Humanists think about God</p> <p>Explain how Humanists believe they can be happy</p> <p>Explore the happy human symbol</p> <p>Describe how Humanists celebrate in their lives</p> <p>Explain how Humanists lifestyle plays a role in modern society.</p>
Phases 3	<p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth.</p> <p>Make connections between Christianity, Judaism and Islam.</p> <ul style="list-style-type: none">• Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.	<p>Identify, describe and explain key Muslim beliefs related to Allah (God).</p> <p>Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p> <p>Name the Five Pillars and explain why they are important to Muslims.</p> <p>Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Explain how Muslims' organisations help people in need.</p>	<p>Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief</p> <p>Evaluate why Pesach is important to Jews as an act of commemoration</p>	<p>Explain how a Hindu may view God</p> <p>Retell some Hindu stories and explain their significance for a Hindu</p> <p>Analyse a Hindu's journey of life and significant events along the way</p>	<p>Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect</p> <p>Explain the symbolism of the 5Ks</p> <p>Analyse how Sikhs show community and equality in their lives</p>	

Progression Map – Science

	Materials	Habitats	Animals inc. humans	Physical World	Light, Sound and Forces	Health and Nutrition	Plants
Phase 1	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Talk about the differences between materials and changes they notice.	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Talk about what they see, using a wide vocabulary.• Recognise some environments that are different to the one in which they live.	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Begin to make sense of their own life-story and family's history.• Understand the key features of the life cycle of an animal.• Begin to understand the need to respect and care for the natural environment and all living things.	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Talk about what they see, using a wide vocabulary.• Explore the natural world around them.• Describe what they see, hear and feel while they are outside.• Understand the effect of changing seasons on the natural world around them.	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Talk about what they see, using a wide vocabulary.• Explore how things work.• Explore and talk about different forces they can feel.	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Make healthy choices about food, drink, activity and toothbrushing.• Know and talk about the different factors that support their overall health and wellbeing;	<ul style="list-style-type: none">• Understand 'why' questions, e.g. Why do you think...• Talk about what they see, using a wide vocabulary.• Plant seeds and care for growing plants.• Understand the key features of the life cycle of a plant

Phases 2	<div>Skills to be taught throughout units</div> <div><ul style="list-style-type: none">• Learn new vocabulary.• Ask questions to find out more and to check what has been said to them.<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<ul style="list-style-type: none">• Use new vocabulary in different contexts.</div>						
	Developing Experts Units: Uses of Everyday Materials 1 Y1, Exploring Everyday Materials 2 Y1, Everyday Materials Y2,	Developing Experts Units: Habitats around the world Y2, Living things and their habitats Y2,	Developing Experts Units: Animals inc. humans – about me Y1 Animals inc. humans Y1, Animals inc. humans – growth Y2	Developing Experts Units: Seasonal Changes Y1 Rocks Y3	Developing Experts Units: Forces and Magnets Y3 Light Y3	Developing Experts Units: All About Diet and Health Y2	Developing Experts Units: Introduction to Plants Y1 Plants – Growth and Care Y2
	<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• 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	<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	<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 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)	<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• 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<ul style="list-style-type: none">• organic matter	<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• 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	<ul style="list-style-type: none">• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<ul style="list-style-type: none">• Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Observe and describe how seeds and bulbs into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
<div>Skills to be taught throughout units</div> <div><ul style="list-style-type: none">• Asking simple questions and recognise that they can be answered in different ways<ul style="list-style-type: none">• Observe closely, using simple equipment• Perform simple tests Identify and classify• Use their observations and ideas to suggest answers to questions<ul style="list-style-type: none">• Gather and record data to help in answering questions.</div>							

Ph	Developing Experts Units: Properties of Materials Y5, Changes of Materials Y5	Developing Experts Units: Classifying Living Things and their Habitats Y4, Living things and their habitats Y5, Living things and their habitats Y6	Developing Experts Units: Animals including humans – what makes us Y3 Exploring Life Cycles Y5 Evolution and Inheritance Y6	Developing Experts Units: States of Matter Y4 Nature and the Environment Y4 Earth and Space Y5	Developing Experts Units: Sound Y4 Electricity Y4 Forces Y5 Electricity Y6 Light Y6	Developing Experts Units: Food and Digestion Y4 The Heart and Health Y6 Blood and Transportation Y6	Developing Experts Units: Plants Life Cycles Y3 Exploring the World of Plants Y3
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Progression Map – Computing

	Computer Science		Information Technology			Digital Literacy
	Coding	Control	Data	Creating content	Mouse/keyboard skills	Internet
Phase 1	<ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Explore simple programmable toys, e.g. remote controlled cars, beebots. 	<ul style="list-style-type: none"> Explore how things work. 	<ul style="list-style-type: none"> Use the touch screen on an iPad to play simple sorting games. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings using digital painting software. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use the touch screen on an iPad to play simple games. Be able to type own name. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing, e.g. sensible amounts of 'screen time'.
Phase 2	PM Units: 1.7 or 2.1	PM units: 1.2, 1.4 or 1.5	PM units: 1.3, 1.8, 2.3, 2.4 or 2.8	PM units: 1.6, 2.6 or 2.7		PM units: 1.1, 1.9 or 2.2
	<ul style="list-style-type: none"> Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. Know that a computer program turns an algorithm into code that the computer can understand. Work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm, Know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. Read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Design a simple programs, showing an awareness of the need to be precise with their algorithms. Create a simple program that achieves a specific purpose. Identify the parts of a program that respond to specific events and initiate specific actions. 		<ul style="list-style-type: none"> Input simple data in different ways and programmes. Use programmes to store or present data in different ways. Demonstrate an ability to organise data and can retrieve specific data for conducting simple searches 	<ul style="list-style-type: none"> Create and edit simple digital content, e.g. drawings. Take ownership of their work and save this in their own private space. Retrieve previously saved content. Create and edit more complex digital data such as music compositions. Use a range of media in their digital content including photos, text and sound. 	<ul style="list-style-type: none"> Use a touch pad on a laptop to select and move items. Use a mouse to select and move items. Type simple sentences using the space bar to separate words. Type capital letters and lower case letters on a keyboard and an iPad. 	<ul style="list-style-type: none"> Understand what is meant by technology and can identify a variety of examples both in and out of school. Understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Make simple searches with given search words. Make links between technology they see around them, coding and multimedia work they do in school. Know what to do if they see something online they do not like.
Phase 3	PM units: 3.1 or 4.1	PM units: 4.5 or 4.8	PM units: 3.3, 3.6, 3.8 or 4.3	PM units: 3.7, 3.9, 4.6, 4.9	PM units: 3.4	PM units: 2.5, 3.2, 3.5, 4.2 or 4.7

	<ul style="list-style-type: none"> • Turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. • Their design shows that they are thinking of the desired task and how this translates into code. • Identify an error within their program that prevents it following the desired algorithm and then fix it. • Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. • Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures • They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. • Make more intuitive attempts to debug their own programs. • Understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. • Understand, use and manipulate variables to store information while a program is executing. 	<ul style="list-style-type: none"> • Collect, analyse, evaluate and present data and information using a selection of software. • Consider what software is most appropriate for a given task • Make informed software choices when presenting information and data. They create linked content using a range of software 	<ul style="list-style-type: none"> • Create purposeful content to attach to emails • Create content that accomplishes a given goal using a range of software, including collecting, analysing, evaluating and presenting information. 	<ul style="list-style-type: none"> • Begin to use more than one hand when typing. • Begin to use 'home keys' for touch typing. • Type characters using the shift key. • Know and use several ctrl+ keyboard shortcuts. 	<ul style="list-style-type: none"> • List a range of ways that the Internet can be used to provide different methods of communication. • Use some of these methods of communication, e.g. email. • Describe appropriate email conventions when communicating in this way. • Carry out simple searches to retrieve digital content using a search engine • Demonstrate the importance of having a secure password. • Know more than one way to report unacceptable content and contact. • Understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.
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Progression Map – History

	Interpretation & Investigation	Chronological understanding	Knowledge and understanding of events	Knowledge of people and changes in the past	Presenting, organising and communicating information and ideas
Phase 1	<ul style="list-style-type: none"> • Explores historical artefacts or experiences historical recreations through a sensory medium. <ul style="list-style-type: none"> • Communicates with single words when exploring historical artefacts. • Make comments about characters from stories, including figures from the past and begin to make simple comparisons. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Now & next. • Now, next & then • Knows how old they are. • Sequence daily events. • Comment on images of familiar situations in the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Make comments about characters from stories, including figures from the past and begin to make simple comparisons.

Phase 2	<ul style="list-style-type: none"> Compare and contrast characters from the past. Ask and answer simple questions using simple sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and explain what has been learnt. 	<ul style="list-style-type: none"> Compare and contrast characters from the past. Understand the difference between the past and the present. Use common words and phrases related to the passing of time. Be able to sequence events to make a simple timeline (not numbered) 	<ul style="list-style-type: none"> Develop an awareness of the past, and use a wide variety of historical common words and phrases. 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. Identify similarities and differences between ways of life in different periods including comparisons with the present." 	<ul style="list-style-type: none"> Draw, talk or write about people in the past. Draw, talk or write explaining how we find things out about the past.
Phase 3	<ul style="list-style-type: none"> Ask and answer questions, choosing and using a variety of sources to show that they know and understand key features of events. <ul style="list-style-type: none"> To know the difference between primary and secondary sources. 	<ul style="list-style-type: none"> Be able to order events on a numerical timeline, within the pupils' mathematical knowledge of place value Establish clear narratives within and across the periods they study Know that numerical years before the year 0 go backwards and are labelled as BC, and years after the year 0 are labelled as CE. 	<ul style="list-style-type: none"> Demonstrate that I understand an aspect of local history. Demonstrate that I understand an aspect or theme in British history beyond 1066. Demonstrate that I understand about the history of the Roman Empire and its impact on Britain. Demonstrate that I understand about the achievements of the earliest civilizations. <ul style="list-style-type: none"> Demonstrate that I understand about life in Ancient Greece. Demonstrate that I have an understanding of the history of a non-European society that provides contrasts with British history. 	<ul style="list-style-type: none"> Demonstrate that I understand about the history of the Roman Empire and its impact on Britain. Demonstrate that I understand about the changes in Britain that happened between the Stone Age to the Iron Age. Demonstrate that I understand the achievements of Ancient Greece and their influence on the western world. Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Be able to use a range of mediums to explain what they know about events in the past. Ask and answer questions, choosing and using a variety of sources to show that they know and understand key features of events and be able to organise this information in order to present what they know verbally, visually or in writing.

Progression Map – Geography

	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills and Fieldwork
Phase 1	<ul style="list-style-type: none"> Understand position using pointing or with a visual. Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Recognise and name familiar places, e.g. home, school, local shops in person and in photos. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world 	<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Draw information from a simple map of a familiar and immediate location, e.g. the playground.

				around them, including the seasons.	
P h a s e 2	<ul style="list-style-type: none">• Learn the names of key places in the UK beyond their immediate environment.• Name and locate the world's seven continents and five oceans;• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;• Use key vocabulary to demonstrate knowledge and understanding in this strand: town, city, village, sea, beach, hill, mountain, capital city, world map, continent, ocean,	<ul style="list-style-type: none">• Compare the UK with a contrasting country in the world;• Compare a local city/town in the UK with a contrasting city/town in a different country;• Use key vocabulary to demonstrate knowledge and understanding in this strand: compare, the UK, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.	<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	<ul style="list-style-type: none">• Begin to interpret geographical information from a range of sources. Begin to communicate geographical information in a variety of ways.• Use world maps, atlases and globes to identify the countries, continents and oceans.• Use simple compass directions and locational and directional to describe the location of features and routes on a map;• Devise a simple map; use and construct basic symbols in a key;• Use observational skills to study the geography of the surrounding area, including key human and physical features• Use key vocabulary: compass, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, changes, world map, country, continent, human, physical.
P h a s e 3	<ul style="list-style-type: none">• Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine.• Develop their understanding, recognising and identifying key physical and human geographical features.• Locate the world's countries, using maps to identify environmental regions and key physical and human characteristics<ul style="list-style-type: none">• Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones;• Use key vocabulary: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude.	<ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;• Explore similarities and differences, comparing the human geography of a region of the UK and a region of another non-European continent.• Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;• Explore similarities and differences comparing the physical geography of a region of the UK and a region of another non-European continent.• Use key vocabulary to demonstrate knowledge and understanding in this strand: rainforest, forest, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	<ul style="list-style-type: none">• Locate a range of the world's most significant human features• Identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;• Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.• Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint	<ul style="list-style-type: none">• Locate a range of the world's most significant physical features• Explain how physical features have formed, why they are significant and how they can change• Name and explain climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;• Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.• Use key vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	<ul style="list-style-type: none">• Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes.• They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;• use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;• Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;• Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Progression Map – Art

	Drawing	Painting	3D sculpture	Collage	Printing
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P h a s e 1	<ul style="list-style-type: none"> • Use large-muscle movements to paint and make marks. • Use a comfortable grip with good control when holding pens and pencils • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings. 	<ul style="list-style-type: none"> • Use large-muscle movements to paint and make marks • Show different emotions in their paintings, • Explore colour and colour mixing. • Use painting to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently when using playdoh, clay or salt dough. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, e.g. stamps • Explore colour and colour mixing.
P h a s e 2	<ul style="list-style-type: none"> • Use a range of materials to draw. • Begin to show accuracy and care when drawing • Hold a range of drawing materials correctly when using them. • Use drawing to develop and share their ideas, experiences and imagination • Use pencils to explore and create different patterns, textures, lines, shape, form and space. • To colour in between the lines. 	<ul style="list-style-type: none"> • Use a range of different paints. • Hold a paintbrush correctly when using it. • Use painting to develop and share their ideas, experiences and imagination <ul style="list-style-type: none"> • Use paint to explore and create different colours, patterns, textures, lines, shape, form and space. • To paint in between the lines. 	<ul style="list-style-type: none"> • Use clay, salt dough or papier mâché to develop and share their ideas, experiences and imagination in 3D. <ul style="list-style-type: none"> • Use tools to explore and create different colours, patterns, textures, lines, shape, form and space when using clay, salt dough or papier mâché. 	<ul style="list-style-type: none"> • Cut, rip and stick a range of different materials, deciding the best material and joining method for their art work. • Use collage to develop and share their ideas, experiences and imagination • Use collage to explore and create different colours, patterns, textures, lines, shape, form and space. 	<ul style="list-style-type: none"> • Use a range of different inks and printing tools. • Use printing to develop and share their ideas, experiences and imagination • Use printing to create explore and different colours, patterns, textures, lines, shape, form and space on paper.
P h a s e 3	<ul style="list-style-type: none"> • Know about artists who draw, describing the differences and similarities between different practices and disciplines, and making links to their own work • Learn about great artists from history who draw. • Use a range of materials to draw increasingly realistic pictures, based on observation, using pencil and a range of materials. • Create sketch books to record their observations. • Use sketchbooks to review and revisit ideas. 	<ul style="list-style-type: none"> • Know about artists who paint, describing the differences and similarities between different practices and disciplines, and making links to their own work • Learn about great artists from history who paint. • Use a range of techniques to paint increasingly realistic pictures, based on observation. • Create sketch books to record their observations. • Use sketchbooks to review and revisit ideas. 	<ul style="list-style-type: none"> • Know about sculptures, describing the differences and similarities between different practices and disciplines, and making links to their own work • Learn about great sculptures from history. • Use a range of techniques to create increasingly realistic sculptures, based on observation, • Use clay, salt dough or papier mâché to develop and share their ideas, experiences and imagination in 3D. • Create sketch books to record their observations that will form the design of their sculpture. • Use sketchbooks to review and revisit ideas. 	<ul style="list-style-type: none"> • Know about artists who use mixed media, describing the differences and similarities between different practices and disciplines, and making links to their own work • Learn about great artists from history who use mixed-media. • Use a range of techniques to create increasingly realistic mixed-media artwork, based on observation, • Use mixed-media to develop and share their ideas, experiences and imagination in 3D. • Create sketch books to record their observations that will form the design of their mixed-media work. • Use sketchbooks to review and revisit ideas, using them as a space to try and evaluate different media/techniques. 	<ul style="list-style-type: none"> • Know about artists who print, describing the differences and similarities between different practices and disciplines, and making links to their own work • Learn about great artists from history who paint and the importance of print as a medium through history. • Use a range of techniques to print onto paper, fabric or other materials. • Create sketch books to record their observations that will form the design of their prints. • Use sketchbooks to review and revisit ideas.

	Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Phase 1	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Use a range of small tools, including scissors. 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> • Explore how things work • Build simple structures using blocks, lego etc. 	<ul style="list-style-type: none"> • Use a range of small tools, including cutlery • Use a cutlery knife to cut soft foods
Phase 2	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> • Hold and use scissors correctly, following a range of lines. • select from and use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components, including construction materials, textile and ingredients, according to their characteristics 	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms (levers and sliders) 	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from
Phase 3	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products (cogs) • understand and use electrical systems in their products 	<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

