



The Creative Learning Journey



Skills Flip Book

Whole School Skills Continuum



Personal, Social & Emotional Development

PSHE Developing confidence and responsibility and making the most of their abilities

PSHE Preparing to play an active role as citizens

PSHE Developing a healthy, safer lifestyle

PSHE Developing good relationships and respecting the differences between people

RE - Learning From Religion

Nursery

- pc1** Show curiosity.
- pc2** Be keen to explore and willing to be involved in new experiences.
- pc3** Show independence.
- pc4** Develop confidence.
- pc5** Identify groups they belong to.
- pc6** Show care and concern for self.
- pc7** Talk freely about themselves.

- pa1** Make connections between different parts of their life experience.
- pa2** Show a strong sense of self as a member of different communities.

- ph1** Begin to take initiatives and manage developmentally appropriate tasks.
- ph2** Begin to dress and undress independently.

- pr1** Demonstrate a sense of trust.
- pr2** Seek out others to share experiences.
- pr3** Make friends.
- pr4** Adapt behaviour to different events situations and changes in routine.
- pr5** Show care and concern for others, for living things and the environment.

- rf1** Reflect on their own feelings and experiences using religious stories.
- rf2** Reflect on the words and actions of characters using religious stories.
- rf3** Learn about stories and meanings through activity and play.
- rf4** Using role play as a stimulus describe ways that people show love and concern for each other.
- rf5** Discuss issues of right and wrong and how humans help each other.
- rf6** Respond imaginatively to memorable experiences.
- rf7** Talk about special events associated with celebrations.
- rf8** Share their own experiences and feelings.

Reception

- pc8** Display high levels of involvement for increasing lengths of time.
- pc9** Be confident enough to take appropriate risks.
- pc10** Develop a sense of self as a member of different communities.
- pc11** Express needs and feelings appropriately.
- pc12** Initiate interactions with other people.
- pc13** Develop awareness of their own needs, views and feelings.
- pc14** Be sensitive to the needs, views and feelings of others.
- pc15** Develop respect for their own cultures and beliefs and those of other people.

- pa3** Develop positive self-esteem.
- pa4** Show developing empathy for others.

- ph3** Dress and undress independently.
- ph4** Manage their own personal hygiene.

- pr6** Value and contribute to own well being and self control.
- pr7** Form good relationships with adults and peers.
- pr8** Work as part of a group or class .
- pr9** Take turns and share fairly .
- pr10** Show confidence and the ability to stand up for own rights.
- pr11** Begin to develop an awareness of the boundaries set and behavioural expectations.
- pr12** Understand what is right, what is wrong, and why.
- pr13** Consider the consequences of their words and actions for themselves and others.

- rf9** Reflect on their own feelings and experiences and explore them in various ways using religious stories.
- rf10** Reflect on the words and actions of characters and decide what they would have done in a similar situation.
- rf11** Learn about stories and meanings through activity and play.
- rf12** Using role play as a stimulus describe ways that people show love and concern for each other and why this is important.
- rf13** Discuss issues of right and wrong and how humans help each other.
- rf14** Respond imaginatively and meaningfully to memorable experiences.
- rf15** Talk about special events associated with celebrations.
- rf16** Share their own experiences and feelings and those of others.

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RE - Learning From Religion

Year 1

- pc16** Take and share responsibility, for example, for their own behaviour.
- pc17** Make classroom rules and follow them.
- pc18** Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

- pa5** Continue to develop empathy for others.
- pa6** Recognise what is right and wrong.
- pa7** Agree and follow rules for their group and classroom.
- pa8** Know how to apologise and make amends.
- pa9** Realise that people and other living things have needs.
- pa10** Develop understanding of groups they belong to.
- pa11** Contribute to the life of the class and school.

- ph5** Begin to make simple choices that improve their health and wellbeing.
- ph6** Begin to maintain personal hygiene.
- ph7** Begin to understand that certain actions spread disease.
- ph8** Identify the main parts of the body.

- pr14** Listen to other people, and play and work co-operatively.
- pr15** Develop a caring attitude towards family, friends and each other.
- pr16** Greet and talk with adults.
- pr17** Develop positive relationships through work and play.
- pr18** Be able to ask for help from an 'appropriate' adult.

- rf17** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about worship.
- rf18** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about awe and wonder.
- rf19** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about praise.
- rf20** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about thanks.
- rf21** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about concern.
- rf22** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about joy.
- rf23** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about sadness.
- rf24** Ask and respond imaginatively to puzzling questions, communicating their ideas.
- rf25** Identify what matters to them, including those with religious commitments and communicate their responses.
- rf26** Identify what matters to others, including those with religious commitments and communicate their responses.
- rf27** Reflect on how spiritual values relate to their own behaviour.
- rf28** Reflect on how moral values relate to their own behaviour.
- rf29** Recognise that religious teachings and ideas make a difference to individuals.
- rf30** Recognise that religious teachings and ideas make a difference to families.
- rf31** Recognise that religious teachings and ideas make a difference to local community.

Year 2

- pc19** Understand the difference between impulsive and thinking behaviour.
- pc20** Share their opinions on things that matter to them.
- pc21** Recognise, name and deal with their feelings in a positive way.
- pc22** Reflect on and evaluate their own experiences to set simple goals.

- pa12** Listen and respond in group discussions.
- pa13** Express own views with increasing confidence.
- pa14** Participate in a simple debate about school issues.
- pa15** Identify different choices they can make.
- pa16** Recognise the difference between right and wrong.
- pa17** Able to make 'I' statements instead of blaming others.
- pa18** Beginning to understand that they have more responsibilities to meet the needs of living things.
- pa19** Begin to understand what harms their local, natural and built environments.

- ph9** Make simple choices that improve their health and wellbeing.
- ph10** Maintain personal hygiene.
- ph11** Understand that certain actions spread disease.
- ph12** Understand rules for keeping safe in the environment (roads, railways, people, fire, water).
- ph13** Make sensible choices (food, games, television, money).

- pr19** Recognise how their behaviour affects other people.
- pr20** Identify and respect the differences and similarities between people.
- pr21** Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- pr22** Consider social and moral dilemmas that they come across in everyday.

- rf32** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about worship.
- rf33** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about awe and wonder.
- rf34** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about praise.
- rf35** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about thanks.
- rf36** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about concern.
- rf37** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about joy.
- rf38** Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about sadness.
- rf39** Ask and respond imaginatively to puzzling questions, communicating their ideas.
- rf40** Identify what matters to them, including those with religious commitments and communicate their responses.
- rf41** Identify what matters to others, including those with religious commitments and communicate their responses.
- rf42** Reflect on how spiritual values relate to their own behaviour.
- rf43** Reflect on how moral values relate to their own behaviour.
- rf44** Recognise that religious teachings and ideas make a difference to individuals.
- rf45** Recognise that religious teachings and ideas make a difference to families.
- rf46** Recognise that religious teachings and ideas make a difference to local community.

Year 3

- pc23** Be able to talk about their views on issues that affect themselves and their class.
- pc24** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- pc25** Be able to face new challenges positively and know when to seek help.
- pc26** Be able to identify the range of jobs carried out by people they know.

- pa20** Value contributions of others in discussion.
- pa21** Begin to develop negotiating strategies.
- pa22** Know when to compromise.
- pa23** Participate in making and changing rules.
- pa24** Take part in making and changing rules.

- ph14** Begin to make informed choices (food, exercise, lifestyle).
- ph15** Follow simple, safe routines to reduce the spread of bacteria/viruses.

- pr23** Understand that their actions affect themselves and others.
- pr24** Able to empathise with another viewpoint.
- pr25** Consolidate understanding of differences and similarities between people.

- rf47** Reflect on what it means to belong to a faith community.
- rf48** Reflect on what it means to belong to a faith community and develop ways of communicating their own responses.
- rf49** Reflect on what it means to belong to a faith community and develop ways of communicating others responses.
- rf50** Respond to the challenges of commitment in their own lives.
- rf51** Respond to the challenges of commitment in religious traditions.
- rf52** Understand how commitment to a religion is shown in a variety of ways.
- rf53** Discuss and express their own views of religious truth and belief.
- rf54** Discuss and express their own and others views of religious truth and beliefs.
- rf55** Reflect on ideas of right and wrong and their own responses to them.
- rf56** Reflect on ideas of right and wrong and others responses to them.
- rf57** Reflect on sources of inspiration in their own lives.
- rf58** Reflect on sources of inspiration in others lives.

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RE - Learning From Religion

Year 4

- pc27 Able to explain their views on issues that affect the school environment
- pc28 Able to reflect on their mistakes and make amends
- pc29 Begin to make responsible choices and consider consequences
- pc30 Identify the range of skills needed in different jobs

- pa25 To continue to develop skills to take part in small discussions about community issues
- pa26 Continue to value contributions of others in discussion
- pa27 Continue to develop negotiating strategies
- pa28 Know when to compromise
- pa29 Identify reasons about why rules are needed
- pa30 Understand there are consequences when rules are broken
- pa31 Distinguish between accidental and deliberate actions
- pa32 Understand that there are responsibilities as well as rights

- ph16 Behave safely and responsibly in different situations
- ph17 Follow school rules about health and safety, basic emergency aid procedures and where to get help
- ph18 Extend strategies to cope with risky situations

- pr26 Empathise with the lives of people living in other places and times, and people with different values and customs
- pr27 Realise the nature and consequences of negative behaviour
- pr28 Able to identify strategies to respond to negative behaviour constructively and ask for help

- rf59 Reflect on what it means to belong to a faith community.
- rf60 Reflect on what it means to belong to a faith community and develop ways of communicating their own responses.
- rf61 Reflect on what it means to belong to a faith community and develop ways of communicating others responses.
- rf62 Respond to the challenges of commitment in their own lives.
- rf63 Respond to the challenges of commitment in religious traditions.
- rf64 Understand how commitment to a religion is shown in a variety of ways.
- rf65 Discuss and express their own views of religious truth and belief.
- rf66 Discuss and express their own and others views of religious truth and beliefs.
- rf67 Reflect on ideas of right and wrong and their own responses to them.
- rf68 Reflect on ideas of right and wrong and others responses to them.
- rf69 Reflect on sources of inspiration in their own lives.
- rf70 Reflect on sources of inspiration in others lives.

Year 5

- pc31 Talk, write and explain their views on issues that affect wider environment
- pc32 Begin to set personal goals
- pc33 Reflect on and evaluate their own experiences and set personal goals
- pc34 Take action based on responsible choices
- pc35 Identify the skills they need to develop to make their contribution in the future
- pc36 Identify needs of the wider community and their roles and responsibilities as members

- pa33 Be able to lead discussions and debates about wider issues (Aware of different roles, rights and responsibilities)
- pa34 Understand why and how laws are made and enforced
- pa35 Understand there are consequences when rules/laws are broken
- pa36 Resolve differences by looking at alternatives, making decisions and explaining choices
- pa37 Participate in school's decision making process
- pa38 Identify the bias in media reporting
- pa39 Develop skills to inform choices which have an effect on the sustainability of the environment

- ph19 Understand how the body changes during puberty
- ph20 Know that drugs can be legal/illegal and that they have effects and risks
- ph21 Begin to make choices and decisions about issues affecting their health and well being
- ph22 Decide how to behave responsibly
- ph23 Develop sensible rules for road use

- pr29 Be aware of different types of relationships
- pr30 Recognise and challenge stereotypes

- rf71 Reflect on what it means to belong to a faith community.
- rf72 Reflect on what it means to belong to a faith community and develop ways of communicating their own responses.
- rf73 Reflect on what it means to belong to a faith community and develop ways of communicating others responses.
- rf74 Respond to the challenges of commitment in their own lives.
- rf75 Respond to the challenges of commitment in religious traditions.
- rf76 Understand how commitment to a religion is shown in a variety of ways.
- rf77 Discuss and express their own views of religious truth and belief.
- rf78 Discuss and express their own and others views of religious truth and beliefs.
- rf79 Reflect on ideas of right and wrong and their own responses to them.
- rf80 Reflect on ideas of right and wrong and others responses to them.
- rf81 Reflect on sources of inspiration in their own lives.
- rf82 Reflect on sources of inspiration in others lives.

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Year 6

- pc37** Talk, write and explain their views on issues that affect the global environment
- pc38** Continue to reflect and evaluate their own experiences and set personal goals
- pc39** Take action based on responsible choices
- pc40** Recognise as they approach puberty how people's emotions change
- pc41** Develop strategies to deal with their feelings in a positive way
- pc42** Continue to develop the skills they need to make their contribution in the future
- pc43** Identify needs of the wider community and develop their roles and responsibilities as members
- pc44** Look after their money and realise that future wants and needs may be met through saving

- pa41** Adapt different roles, rights and responsibilities during discussions and debates about wider issues
- pa42** Realise the consequence of anti-social and aggressive behaviour
- pa43** Understand what democracy is, and about the basic institutions that support it locally and nationally
- pa44** Recognise the role of voluntary, community and pressure groups
- pa45** Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the United Kingdom

- ph24** Use basic techniques to resist peer pressure to behave in an unacceptable or risky way
- ph25** Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health
- ph26** Recognise the different risks in different situations
- ph27** Judge what kind of physical contact is acceptable or unacceptable

- pr30** Continue to greet and talk with a wider range of adults
- pr31** Continue to develop relationships through work and play
- pr32** Consider social and moral dilemmas that they come across in life,
- pr33** Identify how to find information and advice through helplines.

- rf83** Reflect on what it means to belong to a faith community.
- rf84** Reflect on what it means to belong to a faith community and develop ways of communicating their own responses.
- rf85** Reflect on what it means to belong to a faith community and develop ways of communicating others responses.
- rf86** Respond to the challenges of commitment in their own lives.
- rf87** Respond to the challenges of commitment in religious traditions.
- rf88** Understand how commitment to a religion is shown in a variety of ways.
- rf89** Discuss and express their own views of religious truth and belief.
- rf90** Discuss and express their own and others views of religious truth and beliefs.
- rf91** Reflect on ideas of right and wrong and their own responses to them.
- rf92** Reflect on ideas of right and wrong and others responses to them.
- rf93** Reflect on sources of inspiration in their own lives.
- rf94** Reflect on sources of inspiration in others lives.

Communication, Language & Literacy

	Oracy	Intercultural Understanding	Knowledge about Language	Literacy	Language Learning Strategies
Nursery	<p>sl1 Have emerging self-confidence to speak to others about wants and interests.</p> <p>sl2 Initiate a conversation, negotiate positions, pay attention to & take account of others' views.</p>	<p>re1 Begin to recognise some familiar words.</p>	<p>wc1 Use writing as a means of recording & communicating.</p>	<p>sp1 Capital letters at beginning of a name.</p>	<p>ha1 Practise handwriting patterns.</p>
Reception	<p>sl3 Interact with others, negotiating plans & activities & taking turns in conversation;</p> <p>sl4 Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</p>	<p>re2 Recognise familiar and common words in simple texts.</p> <p>re3 Become knowledgeable about letters & sound-symbol relationships.</p>	<p>wc2 Attempt writing for different purposes, using features of different forms such as lists, stories & instructions.</p>	<p>sp2 Capital letters at beginning of a name.</p> <p>sp3 Use phonic knowledge to spell simple regular words.</p> <p>sp4 Begin to form simple sentences, sometimes using punctuation.</p>	<p>ha2 Produce correctly formed letters.</p>
Year 1	<p>sl5 Speak audibly about matters of immediate interest.</p> <p>sl6 Listen to others & respond appropriately.</p>	<p>re4 Become knowledgeable about letters & sound-symbol relationships.</p> <p>re5 Respond to texts identifying aspects they like.</p>	<p>wc3 Communicate meaning through simple words & phrases.</p>	<p>sp5 Capital letters at beginning of a name.</p> <p>sp6 Use phonic knowledge to spell simple regular words & make phonetically plausible attempts at more complex words.</p> <p>sp7 Form simple sentences & begin to show awareness of how full stops are used.</p>	<p>ha3 Awareness of how full stops are used.</p>
Year 2	<p>sl7 Speak with increasing confidence about topics they are interested in.</p> <p>sl8 Listen carefully & respond with increasing appropriateness.</p>	<p>re6 Use phonics, graphic, syntactic & contextual strategies to establish meaning.</p> <p>re7 Express opinions about major events or ideas in stories, poems & non-fiction.</p>	<p>wc4 Communicate meaning in both narrative & non-narrative forms, using appropriate & interesting vocabulary.</p>	<p>sp8 Sentences sometimes are demarcated by capital letters & full stops.</p> <p>sp9 Simple, monosyllabic words are usually spelt correctly.</p>	<p>ha4 Produce lower & upper case letters & join;</p> <p>ha5 Letters should be consistent in size.</p>
Year 3	<p>sl9 Speak in different contexts, exploring & communicating ideas.</p> <p>sl10 Listen carefully & respond with relevant comments & questions.</p>	<p>re8 Read independently using various strategies.</p> <p>re9 Show understanding of main points in texts.</p> <p>re10 Use alphabet knowledge to locate books & find information.</p>	<p>wc5 Writing is often organised, imaginative & clear.</p> <p>wc6 Different forms of writing are beginning to be adapted for different readers.</p>	<p>sp10 Spelling is usually accurate, including that of common monosyllabic words.</p> <p>sp11 Full stops, capital letters & question marks used accurately.</p>	<p>ha6 Write legibly in cursive script with increasing fluency and speed.</p>
Year 4	<p>sl11 Speak in an increasing range of contexts, conveying opinions clearly.</p> <p>sl12 Listen & respond through questioning of other's ideas & views.</p>	<p>re11 Show understanding of significant ideas, themes, events & characters, beginning to use inference & deduction.</p> <p>re12 Be able to locate & use ideas & information.</p>	<p>wc7 Write in a range of forms which is lively & thoughtful using adventurous vocabulary.</p> <p>wc8 Grammatically complex sentences are beginning to be used, extending meaning.</p>	<p>sp12 Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.</p> <p>sp13 Full stops, capital letters & question marks are used correctly.</p> <p>sp14 Begin to use punctuation within the sentence.</p>	<p>ha7 Write legibly in cursive script with fluency & speed.</p>
Year 5	<p>sl13 Speak confidently in a wide range of contexts, including some of a formal nature varying expression & vocabulary.</p> <p>sl14 Listen attentively to what others say asking questions to develop ideas & make contributions that take account of others' views.</p>	<p>re13 Show understanding of a range of texts, selecting essential points & using inference & deduction where appropriate.</p> <p>re14 Retrieve & collate information from a range of sources.</p>	<p>wc9 Writing is varied & interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.</p> <p>wc10 Vocabulary is imaginative & words are used precisely.</p>	<p>sp15 Words with complex regular patterns are usually spelt correctly.</p> <p>sp16 A range of punctuation, including commas, apostrophes & inverted commas, is usually used accurately.</p>	<p>ha8 Writing is joined, clear & fluent and, where appropriate, is adapted to a range of tasks.</p>
Year 6	<p>sl15 Adapt talk to meet demands of difference contexts, engaging interest of listener.</p> <p>sl16 Take an active part in discussion showing understanding of ideas & sensitivity to others.</p>	<p>re15 Read & discuss a range of texts identifying different layers of meaning & comment on their significance & effect.</p> <p>re16 Summarise a range of information from different sources.</p>	<p>wc11 Writing often engages & sustains reader's interest, using an impersonal style where appropriate.</p> <p>wc12 A range of sentence structures are used with varied vocabulary to create effects.</p>	<p>sp17 Spelling is generally accurate, including that of irregular words.</p> <p>sp18 A range of punctuation is usually used correctly to clarify meaning & ideas are organised into paragraphs.</p>	<p>ha9 Handwriting is neat & legible.</p>



These skills are additional to the National Literacy Strategy.

Mathematical Development

Numbers and the Number System

Calculations

Solving Problems

Measures, Shape and Space

Data Handling

Nursery

nu1 Say and use the number names in order in familiar contexts.

ca1 In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.

ps1 Use developing mathematical ideas and methods to solve practical problems.

ss1 Use language, such as circle and bigger, to describe the shape and size of solids and flat shapes.

Reception

nu2 Count reliably up to 10 everyday objects.

ca2 Find one more or one less than a number from 1 to 10.

ss2 Use everyday words to describe position.

nu3 Recognise numerals 1 to 9.

ca3 Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'.

nu4 Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities.

ca4 Talk about, recognise and recreate simple patterns.

Year 1

nu5 Count reliably at least 20 objects.

ca5 Understand the operation of addition and of subtraction (as 'take away' or 'difference') and use the related vocabulary.

ps2 Use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally.

ss3 Compare two lengths, masses or capacities by direct comparison.

dh1 Solve a given problem by sorting, classifying and organising information in simple ways, such as using objects or pictures in a list or simple table. Discuss and explain results.

nu6 Count on and back in ones from any smaller number, and in tens from and back to zero.

ca6 Know by heart all pairs of numbers with a total of 10.

ss4 Suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure, a length, mass or capacity.

nu7 Read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers.

ss5 Use everyday language to describe features of familiar 3-D and 2-D shapes.

nu8 Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.

Year 2

nu9 Count, read, write and order whole numbers to at least 100; know what each digit represents (including 0 as a place holder).

ca7 Understand that subtraction is the inverse of addition, state the subtraction corresponding to a given addition and vice versa.

ps3 Choose and use appropriate operations and efficient calculation strategies to solve problems, explaining how the problem was solved.

ss6 Estimate, measure and compare lengths, masses and capacities using standard units; suggest suitable units and equipment for such measurements.

dh2 Solve a given problem by sorting, classifying and organising information in simple ways, such as in a list or simple table; in a pictogram; in a block graph. Discuss and explain results.

nu10 Describe and extend simple number sequences (including odd/even numbers, counting on or back in ones or tens from any two-digit number and so on).

ca8 Know by heart all addition and subtraction facts for each number to at least 10.

ca9 Use knowledge that addition can be done in any order to do mental calculations more efficiently.

ss7 Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre.

ca10 Understand the operation of multiplication as repeated addition or as describing an array.

ss8 Use the mathematical names for common 2-D and 3-D shapes; sort shapes and describe some of their features.

ca11 Know and use halving as the inverse of doubling.

ss9 Use mathematical vocabulary to describe position, direction and movement.

ca12 Know by heart facts for the 2 and 10 multiplication tables.

Year 3

nu11 Read, write and order whole numbers to at least 1000; know what each digit represents.

ca13 Know by heart all addition and subtraction facts for each number to 20.

ps4 Understand and use £, p notation.

ss10 Identify right angles

dh3 Solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs.

nu12 Count on or back in tens or hundreds from any two or three digit number.

ca14 Add and subtract mentally a 'near multiple of 10' to or from a two-digit number.

ps5 Choose appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning.

ss11 Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry.

nu13 Recognise unit fractions and use them to find fractions of shapes and numbers.

ca15 Know by heart facts for the 2, 5 and 10 multiplication tables.

ca16 Understand division and recognise that division is the inverse of multiplication.

Numbers and the Number System

Calculations

Solving Problems

Measures, Shape and Space

Data Handling

Year 4

- nu14** Use symbols correctly, including less than (<), greater than (>), equals (=).
- nu15** Round any positive integer less than 1000 to the nearest 10 or 100.
- nu16** Recognise simple fractions that are several parts of a whole, and mixed numbers; recognise the equivalence of simple fractions.

- ca17** Use known number facts and place value to add or subtract mentally, including any pair of two-digit whole numbers.
- ca18** Carry out column addition and subtraction of two integers less than 1000, and column addition of more than two such integers.
- ca19** Know by heart facts for the 2, 3, 4, 5, and 10 multiplication tables.
- ca20** Derive quickly division facts corresponding to the 2, 3, 4, 5 and 10 multiplication tables.
- ca21** Find remainders after division.

- ps6** Choose and use appropriate number operations and ways of calculating (mental, mental with jottings, pencil and paper) to solve problems.

- ss12** Know and use the relationship between familiar units of length, mass and capacity.
- ss13** Classify polygons, using criteria such as number of right angles, whether or not they are regular, symmetry properties.

- dh4** Solve a problem by collecting quickly, organising, representing data in tables, charts, graphs and diagrams including those generated by a computer.

Year 5

- nu17** Multiply and divide any positive integer up to 10000 by 10 or 100 and understand the effect.
- nu18** Order a given set of positive and negative integers.
- nu19** Use decimal notation for tenths and hundredths.
- nu20** Round a number with one or two decimal places to the nearest integer.
- nu21** Relate fractions to division and to their decimal representations.

- ca22** Calculate mentally a difference such as 8006 - 2993.
- ca23** Carry out column addition and subtraction of positive integers less than 10000.
- ca24** Know by heart all multiplication facts up to 10 x 10.
- ca25** Carry out short multiplication and division of a three-digit by a single-digit integer.
- ca26** Carry out long multiplication of a two-digit by a two-digit integer.

- ps7** Use all four operations to solve simple word problems involving numbers and quantities, including time, explaining methods and reasoning.

- ss14** Understand area measured in square centimetres (cm²); understand and use the formula in words 'length x breadth' for the area of a rectangle.
- ss15** Recognise parallel and perpendicular lines, and properties of rectangles.

- dh5** Solve a problem by representing and interpreting data in tables, charts, and graphs including those generated by a computer.

Year 6

- nu22** Multiply and divide decimals mentally by 10 or 100, and integers by 1000, and explain the effect.
- nu23** Order a mixed set of numbers with up to three decimal places.
- nu24** Reduce a fraction to its simplest form by cancelling common factors.
- nu25** Use a fraction as an operator to find fractions of numbers or quantities (eg. 5/8 of 32, 7/10 of 40, 9/100 of 400 centimetres).
- nu26** Understand percentage as the number of parts in every 100, and find simple percentages of small whole number quantities.
- nu27** Solve simple problems involving ratio and proportion.

- ca27** Carry out column addition and subtraction of numbers involving decimals.
- ca28** Derive quickly division facts corresponding to multiplication tables up to 10 x 10.
- ca29** Carry out short multiplication and division of numbers involving decimals.
- ca30** Carry out long multiplication of a three-digit by a two-digit integer.

- ps8** Identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers and quantities, and explain methods and reasoning.

- ss16** Use a protractor to measure acute and obtuse angles to the nearest degree.
- ss17** Calculate the perimeter and area of simple compound shapes that can be split into rectangles.
- ss18** Read and plot co-ordinates in all four quadrants.

- dh6** Solve a problem by extracting and interpreting information presented in tables, graphs and charts.



These skills are additional to the National Numeracy Strategy.

Knowledge & Understanding of the World

Year 2

sc20	Planning With help, suggest some ideas and questions.	hi9	Chronological understanding Place events and objects in chronological order.	ge16	Enquiry and Skills (at a local scale and beyond) Ask and respond to geographical questions.	dt16	Developing, planning and communicating ideas Generate and communicate ideas.	ic14	Finding Things Out To explore information in different forms.	ra17	Explore a range of religious stories and talk about their meanings.
sc21	Think about how to collect evidence.	hi10	Use common words and phrases related to the passing of time.	ge17	Recognise, observe, describe and record physical and human features.	dt17	Plan what to do next, using a variety of methods.	ic15	Developing Ideas and Making Things Happen To use ICT to work with text, images and sound.	ra18	Explore a range of sacred writings and talk about their meanings.
sc22	Obtaining and presenting evidence Suggest what might happen	hi11	Knowledge and understanding of events, people and changes in the past Recognise why people did things, and why events happened.	ge18	Express their own views about people, places and their effect on environments.	dt18	Select tools, techniques and materials.	ic16	To give instructions and make choices to produce different outcomes.	ra19	Name and explore a range of celebrations.
sc23	Make observations and comparisons using simple equipment.	hi12	Identify differences between ways of life at different times.	ge19	Communicate in different ways using appropriate geographical vocabulary.	dt19	Measure, mark, cut out and shape a range of materials.	ic17	Present information in a variety of forms.	ra20	Name and explore a range of worship styles.
sc24	Use first hand experience and, with help, simple information sources to answer questions.	hi13	Historical interpretation Identify different ways in which the past is represented.	ge20	Use field work skills to carry out simple tasks.	dt20	Assemble, join and combine materials and components.	ic18	Reviewing, modifying and Evaluating Work as it Progresses Talk about their use of ICT.	ra21	Name and explore a range of rituals.
sc25	Considering evidence and evaluating Say whether what happened was what was expected.	hi14	Historical enquiry Observe and handle a range of sources of information to find out about the past.	ge21	Use globes, maps and plans.	dt21	Use simple finishing techniques.			ra22	Identify similarities where appropriate.
sc26		hi15	Historical enquiry Ask and answer questions about the past.	ge22	Use secondary sources of information.	dt22	Talk about their ideas, saying what they like and dislike			ra23	Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
		hi16	Organisation communication Select from their knowledge of history and communicate it in a variety of ways.	ge23	Make maps and plans.	dt23	Identify what they could have done differently or how they could improve their work in the future			ra24	Explore how religious ideas and beliefs can be expressed through the arts.
										ra25	Communicate their responses to religious ideas and beliefs expressed through the arts.
										ra26	Identify religious symbols.
										ra27	Suggest meanings for religious symbols.
										ra28	Begin to use a range of religious words.

Year 3

sc27	Planning Respond to suggestions. With help, put forward ideas about testing.	hi17	Chronological understanding Develop their understanding that the past can be divided into different periods of time.	ge24	Enquiry and Skills Have an awareness of similarities and differences.	dt24	Developing, planning and communicating ideas Generate, develop and explain ideas for products to meet a range of needs.	ic19	Finding Things Out Save and use stored information and follow lines of enquiry.	ra29	Describe the key people in religions.
sc28	Make predictions	hi18	Use dates and vocabulary relating to the passing of time.	ge25	Ask and respond to questions about places and the environment.	dt25	Plan what to do.	ic20	Developing Ideas and Making Things Happen Generate, develop, organise and present work.	ra30	Describe the key stories in religions.
sc29	With help, consider what constitutes a fair test.	hi19	Knowledge and understanding of events, people and changes in the past Recognise similarities and differences between periods of time.	ge26	Collect and record evidence and begin to offer explanations.	dt26	Communicate design ideas in different ways.	ic21	To use sequences of instructions to make things happen.	ra31	Describe the key traditions in religions.
sc30	Obtaining and presenting evidence Make observations and comparisons.	hi20	Historical interpretation Begin to give reasons for and results of the main events and changes.	ge27	Communicate in appropriate ways.	dt27	Select appropriate tools and techniques.	ic22	Exchanging and Sharing Information Present information in a variety of forms.	ra32	Learn how these influence the beliefs and values of others.
sc31	Use simple measuring equipment.	hi21	Identify different ways in which the past is represented.	ge28	To use appropriate geographical vocabulary.	dt28	Suggest alternative ways to make the product.	ic23	Reviewing, modifying and Evaluating Work as it Progresses Describe, review and evaluate their use of ICT.	ra33	Describe the variety of practices and ways of life in religions.
sc32	With help carry out a fair test.	hi22	Historical interpretation Use sources of information including ICT to find out about events, people and changes.	ge29	To use a wider range of field work techniques and instruments.	dt29	Explore how to use materials and processes.			ra34	Identify and begin to describe the similarities in religions
sc33	Use first hand experience and simple information sources to answer questions.	hi23	Historical enquiry Use sources of information including ICT to find out about events, people and changes.	ge30	To use atlases, globes, maps and plans at a range of scales.	dt30	Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with some accuracy.			ra35	Investigate the importance of religion in the local community.
sc34	Considering evidence and evaluating Communicate findings in a variety of ways.		Organisation & communication Communicate knowledge and understanding in a variety of ways.	ge31	To use secondary sources of information. To draw simple plans and maps.	dt31	Reflect on their progress identifying ways they could improve their products.			ra36	Consider the meaning of a range of forms of religious expression.
sc35	Say whether what happened was what was expected.			ge32	To use ICT to help in geographical investigations.					ra37	Begin to learn specialist vocabulary to communicate their knowledge and understanding.
sc36	With help, identify simple patterns and suggest explanations.			ge33	Decision making skills.					ra38	Use information about religions from a range of sources.

Year 4

	Planning	Chronological understanding	Enquiry and Skills (In different parts of the world)	Developing, planning and communicating ideas	Finding Things Out	ra39 Describe the key people in religions.
sc37	Recognise why it is important to collect data to answer questions.	hi24 Place events, people and changes into correct periods of time.	ge34 Describe similarities and differences.	dt32 Generate, develop and explain clearly ideas for products to meet a range of needs.	ic24 Save, find and use appropriate stored information and follow lines of enquiry.	ra40 Describe the key stories in religions.
sc38	Suggest questions that can be tested.	hi25 Develop their understanding that the past can be divided into different periods of time.	ge35 Describe, compare and offer reasons for their views.	dt33 Plan what they have to do.	ic25 Classify and check sources for accuracy and relevance.	ra41 Describe the key traditions in religions.
sc39	Put forward ideas about testing.	hi26 Use dates and vocabulary relating to the passing of time.	ge36 To use appropriate geographical vocabulary in communicating findings.	dt34 Communicate design ideas in different ways.	ic26 Develop and refine ideas to present their work using text, tables, images or sound.	ra42 Learn how these influence the beliefs and values of others.
sc40	Make predictions.	hi27 Identify and describe reasons for and results of historical events, situations and changes in the period studied.	ge37 To use a wider range of field work techniques and instruments.	dt35 Select appropriate tools and techniques.	ic27 Use simulations and ICT models to find things out and solve problems.	ra43 Describe the variety of practices and ways of life in religions.
sc41	With help, consider what constitutes a fair test. Obtaining and presenting evidence	hi28 Begin to give reasons for and results of the main events and changes.	ge38 To use atlases, globes, maps and plans at a range of scales.	dt36 Make realistic plans.	ic28 Present information in a variety of forms including E-mail.	ra44 Identify and begin to describe the similarities in religions.
sc42	Make relevant observations and comparisons	hi29 Identify different ways in which the past is represented and interpreted.	ge39 To use secondary sources of information to draw plans and maps.	dt37 Suggest alternative ways of making their product.	ic29 Review and develop their ideas, and those of others.	ra45 Investigate the importance of religion in the local community.
sc43	Measure quantities using a range of simple equipment.	hi30 Use sources of information including ICT to find out about events, people and changes.	ge40 To use ICT to help in geographical investigations.	dt38 Explore the qualities of materials and how to use materials and processes.	ic30 Talk about how they could improve future work.	ra46 Investigate the importance of religion Nationally.
sc44	Use simple text to find information.	hi31 Ask and answer questions.	ge41 Continue to develop decision making skills.	dt39 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy.		ra47 Consider the meaning of a range of forms of religious expression.
sc45	With help, carry out a fair test recognising and explaining why it is fair.	hi32 Communicate knowledge and understanding in a variety of ways.		dt40 Identify where evaluation has led to improvements.		ra48 Understand the importance of religious expression.
sc46	Communicate findings in a variety of ways. Considering evidence and evaluating					ra49 Develop a greater vocabulary to communicate their knowledge and understanding.
sc47	Identify simple trends and patterns.					ra50 Use information about religions from a range of sources.
sc48	Explain what the evidence shows in a scientific way.					
sc49	Suggest improvements in their work					

Year 5

Science	History	Geography	Design Technology	ICT	RE - Learning About Religion
<p>Planning</p> <p>sc50 Recognise that scientific ideas are based on evidence.</p> <p>sc51 Make predictions based on scientific knowledge.</p> <p>sc52 Suggest methods of testing including a fair test.</p> <p>sc53 Suggest how to collect evidence.</p> <p>Obtaining and presenting evidence</p> <p>sc54 Carry out a fair test explaining why it is fair.</p> <p>sc55 Select suitable equipment.</p> <p>sc56 Begin to understand why observations and measurements need to be repeated.</p> <p>sc57 Select information from provided sources.</p> <p>sc58 Communicate findings in tables, bar charts and line graphs.</p> <p>Considering evidence and evaluating</p> <p>sc59 Identify trends and patterns.</p> <p>sc60 To draw conclusions and communicate them in appropriate scientific language.</p> <p>sc61 Suggest improvements in their work giving reasons.</p>	<p>Chronological understanding</p> <p>hi33 Place events, people, and changes into correct periods of time.</p> <p>hi34 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade.</p> <p>Knowledge and understanding of events, people and changes in the past. (Britain and the wider world)</p> <p>hi35 Describe characteristic features of past societies and periods, including; ideas, beliefs, attitudes and experiences of men, women and children; social, cultural, religious and ethnic diversity.</p> <p>hi36 Identify and describe reasons for and results of historical events, situations and changes</p> <p>Historical interpretation</p> <p>hi37 Identify changes within and across different periods.</p> <p>hi38 Give reasons for and results of the main events and changes.</p> <p>hi39 Recognise that the past is represented in different ways.</p> <p>Historical enquiry</p> <p>hi40 Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Organisation & communication</p> <p>hi41 Begin to select and combine information from different sources</p> <p>hi42 Begin to produce structured work, making appropriate use of dates and terms.</p> <p>hi43 Communicate their knowledge & understanding of history in a variety of ways.</p>	<p>Enquiry and Skills (In different places and environments)</p> <p>ge42 Ask suitable geographical questions.</p> <p>ge43 Collect and record evidence.</p> <p>ge44 Analyse evidence and draw conclusions.</p> <p>ge45 Recognise and describe physical and human processes.</p> <p>ge46 Identify and explain different views that people, including themselves, hold about topical geographical issues.</p> <p>ge47 Communicate in appropriate ways.</p> <p>ge48 To use appropriate geographical vocabulary.</p> <p>ge49 To use appropriate field work techniques and instruments.</p> <p>ge50 To use atlases and globes and maps and plans at a range of scales.</p> <p>ge51 Investigate and use an increasing range of primary and secondary sources of information.</p> <p>ge52 To draw plans and maps at a range of scales.</p> <p>ge53 To use ICT to help in geographical investigations.</p> <p>ge54 Decision making skills.</p>	<p>Developing, planning and communicating ideas</p> <p>dt41 Generate ideas by collecting and using information, from a number of sources, including ICT-based sources.</p> <p>dt42 Take users' views into account.</p> <p>dt43 Plan what they have to do, suggesting a sequence of actions and alternatives if needed.</p> <p>dt44 Communicate design ideas in different ways as these develop, and consider the purpose for which the product is intended.</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>dt45 Select appropriate tools and techniques.</p> <p>dt46 Suggest alternative ways of making their product.</p> <p>dt47 Explore the qualities of materials and how to use materials and processes.</p> <p>dt48 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials accurately.</p> <p>dt49 Use appropriate finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT.</p> <p>Evaluating processes and products</p> <p>dt50 Reflect on the progress of their work, identifying ways they could improve their products.</p> <p>dt51 Carry out appropriate tests before making any improvements.</p>	<p>Finding Things Out</p> <p>ic31 Prepare, interpret and classify appropriate information.</p> <p>ic32 Check for errors, plausibility and relevance.</p> <p>Developing Ideas and Making Things Happen</p> <p>ic33 Develop, refine, organise and re-organise ideas to present their work using text, tables, images or sound.</p> <p>ic34 Create sequences of instructions to control events.</p> <p>ic35 Use simulations and ICT models to question, investigate and evaluate patterns and relationships.</p> <p>Exchanging and Sharing Information</p> <p>ic36 Share and exchange information in a variety of forms including E-mail.</p> <p>ic37 Be sensitive to the needs of the audience, considering content and quality of information.</p> <p>Reviewing, Modifying and Evaluating Work as it Progresses</p> <p>ic38 Review and develop their ideas, and those of others.</p> <p>ic39 Compare their use of ICT with other methods.</p> <p>ic40 Describe and discuss the effectiveness of their work with ICT.</p>	<p>ra51 Describe the key people in religions.</p> <p>ra52 Describe the key stories in religions.</p> <p>ra53 Describe the key traditions in religions.</p> <p>ra54 Learn how these influence the beliefs and values of others.</p> <p>ra55 Describe the variety of practices and ways of life in religions. Understand how these stem from/ closely connect with beliefs and teachings.</p> <p>ra56 Identify and begin to describe the similarities in religions</p> <p>ra57 Describe differences between religions.</p> <p>ra58 Investigate the importance of religion in the local community.</p> <p>ra59 Investigate the importance of religion Nationally.</p> <p>ra60 Investigate the importance of religion globally.</p> <p>ra61 Consider the meaning of a range of forms of religious expression.</p> <p>ra62 Understand the importance of religious expression.</p> <p>ra63 Make connections between forms of religious expression.</p> <p>ra64 Describe religious and other responses to ultimate questions.</p> <p>ra65 Describe religious and other responses to ethical questions.</p> <p>ra66 Use specialist vocabulary to communicate their knowledge and understanding.</p> <p>ra67 Use and interpret information about religions from a range of sources.</p>

Year 6

Science	History	Geography	Design Technology	ICT	RE - Learning About Religion
<p>Planning</p> <p>sc62 Recognise that scientific ideas are based on evidence and creative thinking.</p> <p>sc63 Make predictions based on scientific knowledge and understanding.</p> <p>sc64 Suggest methods of testing including a fair test.</p> <p>sc65 Suggest how to collect evidence.</p> <p>Obtaining and presenting evidence</p> <p>sc66 Carry out a fair test identifying key factors to be considered.</p> <p>sc67 Select suitable equipment.</p> <p>sc68 Begin to repeat observations and measurements.</p> <p>sc69 Select information from a range of sources.</p> <p>sc70 Communicate findings in tables, bar charts and line graphs.</p> <p>Considering evidence and evaluating</p> <p>sc71 Identify trends and patterns.</p> <p>sc72 Provide simple explanations for differences in observations and measurements.</p> <p>sc73 Draw conclusions and communicate them in appropriate scientific language.</p> <p>sc74 Make practical suggestions for improving methods in their work giving reasons.</p>	<p>Chronological understanding</p> <p>hi44 Use an increasing depth of factual knowledge to describe past societies and begin to make links between them.</p> <p>Knowledge and understanding of events, people and changes in the past</p> <p>hi45 Recognise features of periods and societies studied.</p> <p>hi46 Recognise social, cultural, religious and ethnic diversity of societies.</p> <p>hi47 Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied.</p> <p>Historical interpretation</p> <p>hi48 Recognise that the past is represented and interpreted in different ways, and give reasons for this.</p> <p>Historical enquiry</p> <p>hi49 Use and evaluate a range of sources.</p> <p>hi50 Ask and answer questions.</p> <p>hi51 Record information relevant to the focus of the enquiry.</p> <p>Organisation and communication</p> <p>hi52 Recall, select and organise and communicate historical information in a variety of ways.</p>	<p>Enquiry and skills (A range of places and environments in different parts of the world)</p> <p>ge55 Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes.</p> <p>ge56 Collect and record evidence.</p> <p>ge57 Analyse evidence and draw conclusions.</p> <p>ge58 Identify and explain different views.</p> <p>ge59 Communicate in appropriate ways and explain their own views.</p> <p>ge60 To use appropriate geographical vocabulary.</p> <p>ge61 To use appropriate field work techniques and instruments.</p> <p>ge62 To use atlases and globes and maps and plans at a range of scales.</p> <p>ge63 To use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways.</p> <p>ge64 To draw plans and maps at a range of scales.</p> <p>ge65 To use and select ICT to help in geographical investigations.</p> <p>ge66 Decision making skills.</p> <p>ge67 Show a better developed understanding of the links between cause and effect.</p>	<p>Developing, planning and communicating ideas</p> <p>dt52 Draw on and use various sources of information, including ICT-based sources.</p> <p>dt53 Clarify ideas. Generate and clarify ideas for products, considering intended purpose.</p> <p>dt54 Develop, explain and record ideas clearly.</p> <p>dt55 Plan what they have to do, suggesting a sequence of actions and alternatives if needed.</p> <p>dt56 Work from detailed plans.</p> <p>dt57 Communicate design ideas in different ways as these develop, considering use and purpose.</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>dt58 Select appropriate tools and techniques.</p> <p>dt59 Suggest alternative ways of making their product, if first attempts fail.</p> <p>dt60 Explore the qualities of materials and how to use materials and processes.</p> <p>dt61 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with precision.</p> <p>dt62 Refine finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT.</p> <p>Evaluating processes and products</p> <p>dt63 Check work as it develops and modify.</p> <p>dt64 Test and evaluate products and information sources.</p>	<p>Finding Things Out</p> <p>ic41 Prepare, interpret and classify appropriate information.</p> <p>ic42 Check for errors, omissions plausibility and relevance.</p> <p>Developing Ideas and Making Things Happen</p> <p>ic43 Develop, refine, organise and re-organise ideas to present their work using text, tables, images or sound.</p> <p>ic44 Create precise sequences of instructions to control events.</p> <p>ic45 Use simulations and ICT models to question, investigate and evaluate variables patterns and relationships.</p> <p>Exchanging and Sharing Information</p> <p>ic46 Share and exchange information in a variety of forms including E-mail.</p> <p>ic47 Be sensitive to the needs of the audience, considering content and quality of information.</p> <p>Reviewing, Modifying and Evaluating Work as it Progresses</p> <p>ic48 Review and develop their ideas, and those of others.</p> <p>ic49 Compare their use of ICT with other methods.</p> <p>ic50 Describe and discuss the effectiveness of their work with ICT.</p> <p>ic51 Assess the use of ICT in their work.</p>	<p>ra68 Describe the key people in religions.</p> <p>ra69 Describe the key stories in religions.</p> <p>ra70 Describe the key traditions in religions.</p> <p>ra71 Learn how these influence the beliefs and values of others.</p> <p>ra72 Describe the variety of practices and ways of life in religions.</p> <p>ra73 Understand how these stem from/ closely connect with beliefs and teachings.</p> <p>ra74 Identify and begin to describe the similarities in religions</p> <p>ra75 Describe differences between religions.</p> <p>ra76 Investigate the importance of religion in the local community.</p> <p>ra77 Investigate the importance of religion nationally.</p> <p>ra78 Investigate the importance of religion globally.</p> <p>ra79 Consider the meaning of a range of forms of religious expression.</p> <p>ra80 Understand the importance of religious expression.</p> <p>ra81 Make connections between forms of religious expression.</p> <p>ra82 Describe religious and other responses to ultimate questions.</p> <p>ra83 Describe religious and other responses to ethical questions.</p> <p>ra84 Begin to understand religious and other responses to ultimate questions</p> <p>ra85 Begin to understand religious and other responses to ethical questions.</p> <p>ra86 Use specialist vocabulary to communicate their knowledge and understanding.</p> <p>ra87 Use and interpret information about religions from a range of sources.</p>

Modern Foreign Languages

	Oracy	Intercultural Understanding	Knowledge about Language	Literacy	Language Learning Strategies
Year 3	<p>la1 To listen and respond to simple stories, finger rhymes and songs.</p> <p>la2 To recognise and respond to sound patterns and words.</p> <p>la3 To perform simple communicative tasks using single words, phrases and short sentences,</p> <p>la4 To listen attentively and understand instructions, everyday classroom language and praise words.</p>	<p>la5 To learn about the different languages spoken by children in the school.</p> <p>la6 To locate country/countries where the language to be studied is spoken.</p> <p>la7 To make indirect or direct contact with country/countries of target language.</p>	<p>la8 To identify specific sounds, phonemes and words, linking sounds to meanings.</p> <p>la9 To recognise that languages describe familiar things differently.</p>	<p>la10 To recognise some familiar words in written form.</p> <p>la11 To experiment with the writing of short words.</p>	<p>la12 To discuss language learning and reflect and share ideas and experiences.</p> <p>la13 To practice new language.</p> <p>la14 To practice new language outside the classroom.</p>
Year 4	<p>la10 To memorise and recite a short spoken text.</p> <p>la11 To listen for specific words and phrases in a song, poem or story.</p> <p>la12 To listen for sounds, rhyme and rhythm.</p> <p>la13 To ask and answer questions on several topics.</p>	<p>la14 To learn about festivals and celebrations in different cultures.</p> <p>la15 To know about some aspects of everyday culture and compare them to their own- to learn and compare pastimes of children of different cultures.</p> <p>la16 To compare traditional stories.</p> <p>la17 To learn about ways of travelling to the target country/countries.</p>	<p>la18 Reinforce and extend recognition of word classes and understand their function.</p> <p>la19 Apply phonic knowledge of the foreign language to support reading and writing.</p>	<p>la20 To read and understand a range of familiar phrases.</p> <p>la21 To follow a short familiar text, listening and reading at the same time and then read part of the text aloud.</p> <p>la22 To read some familiar words and phrases aloud and pronounce them accurately.</p> <p>la23 To write simple words and phrases using a model and some words from memory.</p>	<p>la24 To discuss language learning and reflect and share ideas and experiences.</p> <p>la25 To practice new language.</p> <p>la26 To practice new language outside the classroom.</p>
Year 5	<p>la22 To prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts.</p> <p>la23 To understand and express simple opinions.</p> <p>la24 To listen attentively and understand more complex phrases and sentences.</p>	<p>la25 To look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>la26 To recognise similarities and differences between places.</p> <p>la27 To compare symbols, objects or products which represent their own culture with those of another country.</p>	<p>la28 Recognise patterns in simple sentences.</p> <p>la29 Develop accuracy in pronunciation and intonation.</p> <p>la30 Understand that words will not always have a direct equivalent in the foreign language.</p>	<p>la28 To re-read frequently a variety of short texts.</p> <p>la29 To make simple sentences and short texts using written word cards.</p> <p>la30 To write words, short phrases and short sentences, using a reference.</p>	<p>la31 To discuss language learning and reflect and share ideas and experiences.</p> <p>la32 To practice new language.</p> <p>la33 To practice new language outside the classroom.</p>
Year 6	<p>la31 To understand the main points and simple opinions in a story, song or spoken passage.</p> <p>la32 To perform to an audience.</p> <p>la33 To understand longer and more complex phrases or sentences.</p> <p>la34 To use spoken language confidently to initiate and sustain conversations and to tell stories.</p>	<p>la35 To compare attitudes towards aspects of everyday life.</p> <p>la36 To recognise and understand some of the differences between people.</p> <p>la37 To present information about an aspect of culture.</p>	<p>la38 To recognise patterns in the foreign language.</p> <p>la39 To use knowledge of word and text conventions to build meaningful sentences and short texts.</p>	<p>la40 To read and understand the main points and some detail from a short written passage.</p> <p>la41 To identify different text types and read short, authentic texts for enjoyment or information.</p> <p>la42 To match sound to sentences and paragraphs.</p> <p>la43 To write sentences on a range of topics using a model. - apply most words correctly.</p>	<p>la44 To discuss language learning and reflect and share ideas and experiences.</p> <p>la45 To practice new language.</p> <p>la46 To practice new language outside the classroom.</p>

Physical Development

Games Activities

Athletic Activities

Gymnastic Activities

Dance Activities

Outdoor and Adventurous Activities

Nursery

- ga1 Throw a ball randomly and attempt to catch.
ga2 Kick a ball randomly.
ga3 Show an awareness of space.

- aa1 Begin to run with control and stop.
aa2 Begin to develop hopping and jumping.
aa3 Throw a ball randomly.
aa4 Take turns.

- gy1 Show an awareness of space.
gy2 Experiment with balance and travelling using equipment.
gy3 Comment on what they enjoy.

- dc1 Move freely to music and rhythms.
dc2 Join in with movement songs.
Create
da1 Respond to sounds with movement.
Perform
da2 Enjoy dancing and movement games.
Evaluate
da3 Respond to comments and questions.

- oa1 Become familiar with Nursery surroundings both indoors and out.
oa2 Recognise and point out potential hazards.
oa3 Propel and steer play equipment with control.

Reception

- ga4 Throw and catch a ball with some consistency.
ga5 Kick a ball with some accuracy.
ga6 Aim a bag or ball at a target.
ga7 Show an awareness of the actions of others.
ga8 Watch and comment on others movements.

- aa5 Run with control in a straight line for given distance
aa6 Hop on left and right leg.
aa7 Begin to develop skipping.
aa8 Begin to throw at a target.
aa9 Begin to take turns within a team.

- gy4 Use a range of basic apparatus imaginatively.
gy5 Extend travelling and balancing skills using apparatus.
gy6 Understand safe use of apparatus.
gy7 Recognise and comment on good actions.

- dc3 With guidance respond to a range of music and rhythms.
dc4 Copy and repeat simple dance phrases.
dc5 Comment on their thoughts about the dance.
Create
da4 Imitate and create movements.
Perform
da5 Begin to move rhythmically.
Evaluate
da6 Use provided vocabulary to talk about their movements.

- oa4 Become familiar with school surroundings and identify main features.
oa5 Know what they need to be aware of to stay safe when using outdoor play area.
oa6 Develop coordination in using a range of large play equipment outdoors.

Year 1

- Acquiring and Developing skills**
ga9 Use basic underarm, rolling and hitting skills accurately.
ga10 Hit and kick a ball in a variety of ways.
ga11 Track, intercept, stop and catch balls and small equipment consistently.
Selecting & Applying skills, tactics & compositional ideas
ga12 Describe some basic rules, simple tactics and the way to score.
ga13 Show good awareness of space and the actions of others.
ga14 Compete in small sided games.
Knowledge & Understanding of fitness and health
ga15 Know playing games is good for them and describe what it feels like.
Evaluating and improving performance
ga16 Watch, describe and comment on what they have seen.
Games QCA Unit 3

- Acquiring and Developing skills**
aa10 Improve running technique and run for longer distances.
aa11 Run and jump sequence.
aa12 Develop an under and over arm throwing action.
Selecting & Applying skills, tactics & compositional ideas
aa13 Take part in a variety of team races.
Knowledge & Understanding of fitness and health
aa14 Know running, jumping and throwing is good for them and describe what it feels like.
Evaluating and improving performance
aa15 Watch, describe and comment on what they have seen.
Athletics QCA Unit 17

- Acquiring and Developing skills**
gy8 Perform basic actions including travelling, rolling, jumping and climbing and stay still when required.
gy9 Show good awareness of space, apparatus and the actions of others.
Selecting & Applying skills, tactics & compositional ideas
gy10 Link and repeat basic actions to create and perform a movement phrase.
Knowledge & Understanding of fitness and health
gy11 Know the difference between tension and relaxation in their body.
gy12 Carry and set up equipment safely with help.
Evaluating and improving performance
gy13 Use appropriate language to describe a short gymnastic sequence.
Gymnastics QCA Unit 5

- Acquiring and Developing skills**
dc6 Respond to different stimuli, copy and explore basic body actions and movement patterns.
Selecting & Applying skills, tactics & compositional ideas
dc7 Create, practise and repeat their own movement phrases with a beginning, middle and end.
Knowledge & Understanding of fitness and health
dc8 Understand why their heart beats faster during exercise.
Evaluating and improving performance
dc9 Evaluate their movement phrases using dance vocabulary.
Dance QCA Unit 1
Create
da7 Explore basic body actions.
da8 Use different body parts to make movements.
Perform
da9 Create and repeat short dances from a prompt.
Evaluate
da10 Say why they like a performance.

- Acquiring and Developing skills**
oa7 Follow simple marked trails in familiar environments and identify where they are.
Selecting & Applying skills, tactics & compositional ideas
oa8 Know what they need to be aware of to stay safe.
Knowledge & Understanding of fitness and health
oa9 Recognise when they have been energetic.
Evaluating and improving performance
oa10 Relay what they did when following a trail and solving a problem.
OAA QCA Unit 19

Year 2

Games Activities	Athletic Activities	Gymnastic Activities	Dance Activities	Outdoor and Adventurous Activities
<p>Acquiring and Developing skills</p> <p>ga17 Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still.</p> <p>ga18 Perform basic skills of rolling, striking and kicking with control.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>ga19 Use a variety of simple tactics in a small sided game.</p> <p>ga20 Show an awareness of opponents and team mates during games.</p> <p>Knowledge & Understanding of fitness and health</p> <p>ga21 Describe the differences in the way their body works and feels when playing different games.</p> <p>Evaluating and improving performance</p> <p>ga22 Begin to watch others and focus on specific actions to improve own skills.</p> <p>Games QCA Unit 4</p>	<p>Acquiring and Developing skills</p> <p>aa16 Run with a good technique at different speeds.</p> <p>aa17 Perform a two-footed jump.</p> <p>aa18 Show a good throwing technique and extend accuracy and distance.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>aa19 Compete in a range of team events.</p> <p>Knowledge & Understanding of fitness and health</p> <p>aa20 Describe the differences in the way their body works and feels when trying athletic activities</p> <p>Evaluating and improving performance</p> <p>aa21 Begin to watch others and focus on specific actions to improve own skills</p> <p>Athletics QCA Unit 17</p>	<p>Acquiring and Developing skills</p> <p>gy14 Perform basic gymnastic actions with control and coordination.</p> <p>gy15 Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>gy16 Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner.</p> <p>Knowledge & Understanding of fitness and health</p> <p>gy17 Describe the differences in the way their body works and feels when performing gymnastics.</p> <p>gy18 Handle apparatus safely and recognise risks involved.</p> <p>Evaluating and improving performance</p> <p>gy19 Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</p> <p>Gymnastics QCA Unit 6</p>	<p>Acquiring and Developing skills</p> <p>dc10 Discuss different stimuli and explore ideas, moods and feelings to extend their movement phrases.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>dc11 Create short dance phrases that express an idea mood or feeling, with control, coordination and spatial awareness.</p> <p>Knowledge & Understanding of fitness and health</p> <p>dc12 Understand the need for warm up and cool down.</p> <p>Evaluating and improving performance</p> <p>dc13 Evaluate dance phrases with emphasis on their feelings.</p> <p>Dance QCA Unit 2</p> <p>Create</p> <p>da11 Communicate different moods, feelings and ideas through dance.</p> <p>Perform</p> <p>da12 Create, repeat and perform short dances from a prompt.</p> <p>Evaluate</p> <p>da13 Discuss why they like a performance and suggest improvements.</p>	<p>Acquiring and Developing skills</p> <p>oa11 Identify where they are using simple plans and diagrams of familiar environments.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>oa12 Work increasing cooperatively with others, discussing how to follow trails and solve problems.</p> <p>Knowledge & Understanding of fitness and health</p> <p>oa13 Recognise that different tasks make their bodies work in different ways.</p> <p>Evaluating and improving performance</p> <p>oa14 Comment on how they went about tracking tasks.</p> <p>OAA QCA Unit 19</p>

Year 3

<p>Acquiring and Developing skills</p> <p>ga23 Throw and catch with control when under limited pressure to keep possession and score goals.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>ga24 Choose and use a range of simple tactics for defending and challenging their opponent.</p> <p>ga25 Use simple rules fairly and extend them to devise their own games.</p> <p>Knowledge & Understanding of fitness and health</p> <p>ga26 To identify that playing extended games improves their stamina.</p> <p>Evaluating and improving performance</p> <p>ga27 Recognise good performances in themselves and others to improve their own.</p> <p>Invasion Games QCA unit 10</p> <p>Striking and Fielding Games QCA Unit 12</p> <p>Net/Wall Games QCA Unit 13</p>	<p>Acquiring and Developing skills</p> <p>aa22 Select running speed for appropriate activity.</p> <p>aa23 Make up and repeat a short sequence of linked jumps.</p> <p>aa24 Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>aa25 Take part in relay activities remembering when to run and what to do.</p> <p>Knowledge & Understanding of fitness and health</p> <p>aa26 Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p> <p>Evaluating and improving performance</p> <p>aa27 Recognise good performances in themselves and others to improve their own.</p> <p>Athletics QCA Unit 18</p>	<p>Acquiring and Developing skills</p> <p>gy20 Perform combinations of gymnastic actions using floor, mats and apparatus.</p> <p>gy21 Develop gymnastic techniques and transitions.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>gy22 Adapt a gymnastic sequence to include different levels, speeds or directions.</p> <p>Knowledge & Understanding of fitness and health</p> <p>gy23 Recognise that strength and suppleness are important parts of fitness.</p> <p>Evaluating and improving performance</p> <p>gy24 Compare and comment on two performances, identifying quality and when they have the same elements and order.</p> <p>Gymnastics QCA Unit 14</p>	<p>Acquiring and Developing skills</p> <p>dc14 Respond imaginatively to different stimuli using dance language and creative movements, working independently, with a partner or a small group.</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>dc15 Extend their effort in their dances.</p> <p>dc16 Recognise and describe dances involving simultaneous and complimentary movements.</p> <p>Dance QCA Unit 8</p> <p>Create</p> <p>da14 Create, adapt and link a range of dance actions that communicate ideas.</p> <p>Perform</p> <p>da15 Collaborate with partner or in small groups, to perform, remember and repeat a dance from a prompt.</p> <p>Evaluate</p> <p>da16 Respond and make improvements appropriate to their own and others' performances.</p>	<p>Acquiring and Developing skills</p> <p>a15 Use more detailed plans and diagrams that take them from familiar to less familiar areas</p> <p>Selecting & Applying skills, tactics & compositional ideas</p> <p>oa16 Use ideas they have learned in one task and apply them in another.</p> <p>Knowledge & Understanding of fitness and health</p> <p>oa17 Recognise and describe the different physical demands of the tasks and challenges.</p> <p>Evaluating and improving performance</p> <p>oa18 Make comments on how well the activities are completed.</p> <p>OAA QCA Unit 20</p>
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Year 4

Games Activities

- Acquiring and Developing skills**
ga28 Choose and use a variety of ball skills with a good degree of accuracy. Recognise the similarities between invasion games.
- ga29** Use a variety of techniques and tactics to attack, keep possession and score.
- ga30** Change pace, length and direction to outwit their opponent.
Selecting & Applying skills, tactics & compositional ideas
- ga31** Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others
Knowledge & Understanding of fitness and health
- ga32** Understand how strength, stamina and speed can be improved by playing games.
Evaluating and improving performance
- ga33** Identify good performances and suggest ideas for practices that will improve their play.
Invasion Games QCA unit 11
Striking and Fielding Games QCA Unit 12
Net/Wall Games QCA Unit 13

Athletic Activities

- Acquiring and Developing skills**
aa28 Show some control when using a range of basic running, jumping and throwing actions.
- aa29** Perform a range of jumps showing contrasting techniques and sometimes using a short run up.
- aa30** Throw with some accuracy and power into a target area.
Selecting & Applying skills, tactics & compositional ideas
- aa31** Work in cooperative groups to use different techniques, speeds and effort to meet challenges.
Knowledge & Understanding of fitness and health
- aa32** Relate different athletic activities to changes in heart rate, breathing and temperature.
Evaluating and improving performance
- aa33** Identify and describe different aspects of athletic styles and use to improve own performance.
Athletics QCA Unit 18

Gymnastic Activities

- Acquiring and Developing skills**
gy25 Perform a range of gymnastic actions with consistency and fluency.
- gy26** Work with a partner to show similar and contrasting actions on the floor and apparatus.
Selecting & Applying skills, tactics & compositional ideas
- gy27** Combine actions and show clarity of shape in longer sequences, alone or with a partner.
Knowledge & Understanding of fitness and health
- gy28** Understand how strength and suppleness improve gymnastic performance.
Evaluating and improving performance
- gy29** Identify good performance, based on a given criteria, and suggest ideas for practices that will improve their sequence.
Gymnastics QCA Unit 15

Dance Activities

- Acquiring and Developing skills**
dc17 Use the stimulus of a character profile or text to develop a creative dance phrase.
Selecting & Applying skills, tactics & compositional ideas
- dc18** Create longer and more complex dance phrases using different compositional ideas.
Knowledge & Understanding of fitness and health
- dc19** Devise and perform own warm up and cool down activities.
Evaluating and improving performance
- dc20** Evaluate and suggest how dance performances can be improved.
Dance QCA Unit 9
- Create**
da17 Respond imaginatively, through movement and gesture, to a given stimulus.
- Perform**
da18 Work independently, in pairs and small groups, to perform, remember, repeat and refine a dance with a given structure.
- da19** Perform dances clearly and fluently.
- Evaluate**
da20 Comment on performances constructively, using appropriate language.

Outdoor and Adventurous Activities

- Acquiring and Developing skills**
oa19 Use maps and diagrams to orientate themselves and to travel around a simple course.
Selecting & Applying skills, tactics & compositional ideas
- oa20** Plan responses to physical challenges and problems as a group.
Knowledge & Understanding of fitness and health
- oa21** Prepare physically for activities and keeping safe.
Evaluating and improving performance
- oa22** Evaluate the challenge and identify different approaches that could have been used.
OAA QCA Unit 20

Year 5

Games Activities

- Acquiring and Developing skills**
ga34 Use a small range of sending, receiving and travelling techniques in games, with varied control.
- Selecting & Applying skills, tactics & compositional ideas**
ga35 Develop tactics and know the difference between attacking and defending skills, using them with accuracy, confidence and control.
- ga36** Choose a position, understanding the skills and rules needed to compete in the game.
- Knowledge & Understanding of fitness and health**
ga37 With help, devise warm up and cool down activities and justify their choices.
- Invasion Games QCA unit 23**
Striking and Fielding Games QCA Unit 25
Net/Wall Games QCA Unit 26

Athletic Activities

- Acquiring and Developing skills**
aa34 Understand and demonstrate the differences between sprinting and distance running.
- aa35** Show control in take off activities.
- aa36** Demonstrate a range of throwing actions using modified equipment with some accuracy and control.
- Selecting & Applying skills, tactics & compositional ideas**
aa37 Organise and manage an event well.
- Knowledge & Understanding of fitness and health**
aa38 Predict how different activities will affect heart rate, temperature and performance.
- Evaluating and improving performance**
aa39 Watch partner's performance and identify strengths.
- Athletics QCA Unit 29**

Gymnastic Activities

- Acquiring and Developing skills**
gy30 Perform combinations of gymnastic actions with different levels, speeds and direction.
- gy31** Perform actions shapes and balances with good body tension and extension.
- Selecting & Applying skills, tactics & compositional ideas**
gy32 Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group.
- Knowledge & Understanding of fitness and health**
gy33 Devise their own warm up routine and understand how their muscles work.
- Evaluating and improving performance**
gy34 Evaluate a sequence and suggest improvements to speed, direction and level.
- Gymnastics QCA Unit 27**

Dance Activities

- Acquiring and Developing skills**
dc21 Create a dance phrase using a directed style.
- Selecting & Applying skills, tactics & compositional ideas**
dc22 Join dance phrases and motifs to compose longer dances.
- Knowledge & Understanding of fitness and health**
dc23 Stretch and tone their bodies to prepare for dance.
- Evaluating and improving performance**
dc24 Evaluate their own and others dances and suggest ways to develop technique and composition.
- Dance QCA Unit 21**
- Create**
da21 Express themselves by creating and performing dances in a range of styles working with partners or groups.
- Perform**
da22 Perform different styles of dance clearly and fluently.
- Evaluate**
da23 Understand styles of dance.
- da24** Suggest, implement and refine improvements to their own and others' work.

Outdoor and Adventurous Activities

- Acquiring and Developing skills**
oa23 Solve some of the challenges and problems set in familiar environments with guidance and help.
- Selecting & Applying skills, tactics & compositional ideas**
oa24 Work cooperatively to put strategies and solutions into action.
- Knowledge & Understanding of fitness and health**
oa25 Identify how their bodies work in the different challenges.
- Evaluating and improving performance**
oa26 Conserve their efforts and keep their concentration during tasks.
- oa27** Identify what they do well as individuals and as a group.
- OAA QCA Unit 30**

Swimming Activities and Water Safety

- Acquiring and Developing skills**
1 Understand basic water safety.
- 2** Take care and be aware of themselves and others in and around water.
- 3** Enter water carefully.
- 4** Move in water.
- 5** Float and move with and without swimming aids.
- 6** Feel the buoyancy of water without swimming aids.
- 7** Move self on and below the water using different swimming aids, arm and leg actions and basic strokes.
- 8** Propel self on and below the water using different swimming aids, arm and leg actions and basic strokes.
- 9** Swim 5m to 20m, first with aids and then without.
- Selecting & Applying skills, tactics & compositional ideas**
10 Pace themselves in floating and swimming challenges related to speed, distance and personal survival.
- 11** Swim unaided for a sustained period of time over a distance of at least 25m.
- 12** Use recognised arm and leg actions lying on their front and back.
- 13** Use a range of recognised strokes and survival skills.
- Knowledge & Understanding of fitness and health**
14 Explain the effects of swimming on their body and its effects on a healthy lifestyle.
- Evaluating and improving performance**
15 Identify and describe different aspects of swimming styles and use to improve own performance.
- Swimming QCA Units 7 and 16**

Year 6

- Acquiring and Developing skills**
ga38 Perform skills with greater speed and accuracy.
- ga39** Use marking, tackling and / or interception to improve defending.
- Selecting & Applying skills, tactics & compositional ideas**
ga40 Know the position they are playing in and how to contribute when attacking and defending.
- Knowledge & Understanding of fitness and health**
ga41 Understand the need for different tactics and choose and use these tactics effectively.
- Evaluating and improving performance**
ga42 Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.
- Invasion Games QCA unit 24**
Striking and Fielding Games QCA Unit 25
Net/Wall Games QCA Unit 26

- Acquiring and Developing skills**
aa41 Choose the best pace for a running event, in order to sustain running and improve their personal target.
- aa42** Show control and power in take off and landing activities.
- Selecting & Applying skills, tactics & compositional ideas**
aa43 Show accuracy and good technique when throwing for distance.
- aa44** Organise and judge events and challenges well.
- Knowledge & Understanding of fitness and health**
aa45 Identify activities that help develop stamina or power and suggest how some can be used in other types of activities.
- Evaluating and improving performance**
aa46 Identify parts of a partner's performance that need to be practised and refined and suggest improvements.
- Athletics QCA Unit 29**

- Acquiring and Developing skills**
gy35 Perform increasingly difficult combinations.
- gy36** Work with a partner or small group to practise and refine a sequence.
- Selecting & Applying skills, tactics & compositional ideas**
gy37 Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed.
- Knowledge & Understanding of fitness and health**
gy38 Understand how to improve their own health and fitness.
- Evaluating and improving performance**
gy39 Evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology.
- Gymnastics QCA Unit 28**

- Acquiring and Developing skills**
dc25 Show free improvisation using a range of controlled movements and patterns.
- Selecting & Applying skills, tactics & compositional ideas**
dc26 Respond to an accompaniment by creating and communicating a dance idea.
- Knowledge & Understanding of fitness and health**
dc27 Recognise and identify different types of exercise that will compliment their dancing.
- Evaluating and improving performance**
dc28 Understand how costume, music and set can enhance a dance performance.
- Dance QCA Unit 22**
- Create**
da25 Work creatively on their own, in pairs and small groups.
- Perform**
da26 Perform expressively, sensitively, fluently and with control.
- da27** Use different visual images as inspiration for composing and performing dance.
- da28** Devise, adapt and refine a performance for a specific audience using appropriate criteria.
- Evaluate**
da29 Talk about dance using appropriate language and terminology.

- Acquiring and Developing skills**
oa28 Find solutions to problems and challenges.
- Selecting & Applying skills, tactics & compositional ideas**
oa29 Prepare physically and organisationally for challenges they are set, taking into account group safety.
- Knowledge & Understanding of fitness and health**
oa30 Identify and respond to events as they happen.
- Evaluating and improving performance**
oa31 Evaluate effective responses and solutions.
- OAA QCA Unit 30**

	Art	Imaginative Play /Role Play/Drama	Dance	Music	ICT
Nursery	<p>Formulate Ideas</p> <p>ar1 Explore using their bodies.</p> <p>Create</p> <p>ar2 Begin to use materials in a creative way.</p> <p>Evaluate</p> <p>ar3 Respond to comments and questions.</p>	<p>Create</p> <p>dr1 Imitate what is observed.</p> <p>Perform</p> <p>dr2 Engage in imaginative play and role play.</p> <p>Evaluate</p> <p>dr3 Respond to comments and questions.</p>	<p>Create</p> <p>da1 Respond to sounds with movement.</p> <p>Perform</p> <p>da2 Enjoy dancing and movement games.</p> <p>Evaluate</p> <p>da3 Respond to comments and questions.</p>	<p>Performing Skills</p> <p>mu1 Use their voice to sing favourite songs.</p> <p>Composing Skills</p> <p>mu2 Make up simple songs.</p> <p>Appraising Skills</p> <p>mu3 Respond to sounds with movement.</p> <p>Listening and Applying</p> <p>mu4 Express an interest in sounds and how these are made.</p>	<p>Graphics</p> <p>it1 Begin to use ICT in a creative way.</p> <p>Music/Sound</p> <p>it2 Begin to play and listen to sounds.</p>
Reception	<p>Formulate Ideas</p> <p>ar4 Explore using different tools.</p> <p>Create</p> <p>ar5 Use materials and techniques creatively.</p> <p>Evaluate</p> <p>ar6 Express views about their own work.</p>	<p>Create</p> <p>dr4 Use an object to represent another.</p> <p>Perform</p> <p>dr5 Engage in role play co-operatively.</p> <p>Evaluate</p> <p>dr6 Use provided vocabulary to talk about their role play.</p>	<p>Create</p> <p>da4 Imitate and create movements.</p> <p>Perform</p> <p>da5 Begin to move rhythmically.</p> <p>Evaluate</p> <p>da6 Use provided vocabulary to talk about their movements.</p>	<p>Performing Skills</p> <p>mu5 Use their voice to sing a variety of songs.</p> <p>mu6 Copy simple repeated rhythms.</p> <p>Composing Skills</p> <p>mu7 Make different sounds.</p> <p>mu8 Make simple repeated rhythms.</p> <p>Appraising Skills</p> <p>mu9 Begin to move rhythmically.</p> <p>Listening and Applying</p> <p>mu10 Recognise and explore how sounds can be changed.</p>	<p>Graphics</p> <p>it3 Use icons to cause changes.</p> <p>Music/Sound</p> <p>it4 Play and listen to sounds.</p>
Year 1	<p>Formulate Ideas</p> <p>ar7 Respond to ideas.</p> <p>Create</p> <p>ar8 Use a variety of materials and techniques.</p> <p>Evaluate</p> <p>ar9 Express views about their own and others' work.</p> <p>ar10 Adapt and improve their own work</p>	<p>Create</p> <p>dr7 Improvise characters through role play.</p> <p>Perform</p> <p>dr8 Use different voices in acting.</p> <p>Evaluate</p> <p>dr9 Say why they like a performance.</p>	<p>Create</p> <p>da7 Explore basic body actions.</p> <p>da8 Use different body parts to make movements.</p> <p>Perform</p> <p>da9 Create and repeat short dances from a prompt.</p> <p>Evaluate</p> <p>da10 Say why they like a performance.</p>	<p>Performing Skills</p> <p>mu11 Use their voices in different ways.</p> <p>mu12 Perform with awareness of others.</p> <p>Composing Skills</p> <p>mu13 Create and choose sounds in response to given starting points.</p> <p>Appraising Skills</p> <p>mu14 Respond to different moods.</p> <p>Listening and Applying</p> <p>mu15 Recognise and explore how sounds can be made and changed.</p> <p>mu16 Repeat short, rhythmic and melodic patterns.</p> <p>mu17 Respond appropriately to musical instructions.</p>	<p>Graphics</p> <p>it5 Use the mouse to make changes.</p> <p>it6 Select and use different brushes.</p> <p>Music/Sound</p> <p>it7 Play and listen to music phrases.</p> <p>it8 Create simple musical phrases.</p>
Year 2	<p>Formulate Ideas</p> <p>ar11 Explore ideas.</p> <p>Create</p> <p>ar12 Investigate and use a variety of materials and techniques.</p> <p>Evaluate</p> <p>ar13 Comment on differences between their own and others' work.</p> <p>ar14 Adapt and improve their own work.</p>	<p>Create</p> <p>dr10 Adopt roles.</p> <p>dr11 Create mood and atmosphere in a performance.</p> <p>Perform</p> <p>dr12 Present a performance.</p> <p>Evaluate</p> <p>dr13 Discuss why they like a performance and suggest improvements.</p>	<p>Create</p> <p>da11 Communicate different moods, feelings and ideas through dance.</p> <p>Perform</p> <p>da12 Create, repeat and perform short dances from a prompt.</p> <p>Evaluate</p> <p>da13 Discuss why they like a performance and suggest improvements.</p>	<p>Performing Skills</p> <p>mu18 Begin to sing in tune.</p> <p>mu19 Perform and accompany simple rhythmic patterns.</p> <p>Composing Skills</p> <p>mu20 Select and order sounds within simple structures and sounds in response to given starting points.</p> <p>Appraising Skills</p> <p>mu21 Use musical elements to create different moods and effects.</p> <p>mu22 Improve their own work.</p> <p>Listening and Applying</p> <p>mu23 Recognise and explore how sounds can be organised.</p> <p>mu24 Represent sounds with symbols.</p>	<p>Graphics</p> <p>it9 Select appropriate paint tools.</p> <p>it10 Select appropriate brush sizes.</p> <p>it11 Use lines and shapes, hollowed and filled.</p> <p>Music/Sound</p> <p>it12 Create simple musical phrases.</p> <p>it13 Use simple editing to alter phrases.</p> <p>it14 Record sounds.</p> <p>it15 Locate and select sounds.</p>
Year 3	<p>Formulate Ideas</p> <p>ar15 Explore ideas and collect information to inform their work.</p> <p>Create</p> <p>ar16 Investigate and create textures for different purposes.</p> <p>Evaluate</p> <p>ar17 Comment on similarities and differences between their own and others' work.</p> <p>ar18 Adapt and improve their own work.</p>	<p>Create</p> <p>dr14 Explore stories or issues through drama.</p> <p>Perform</p> <p>dr15 Act out dialogue between two characters.</p> <p>Evaluate</p> <p>dr16 Respond and make improvements appropriate to their own and others' performances.</p>	<p>Create</p> <p>da14 Create, adapt and link a range of dance actions that communicate ideas.</p> <p>Perform</p> <p>da15 Collaborate with partner or in small groups, to perform, remember and repeat a dance from a prompt.</p> <p>Evaluate</p> <p>da16 Respond and make improvements appropriate to their own and others' performances.</p>	<p>Performing Skills</p> <p>mu25 Begin to sing in tune with expression.</p> <p>mu26 Begin to perform simple parts rhythmically.</p> <p>Composing Skills</p> <p>mu27 Explore the ways sounds can be combined and used expressively.</p> <p>mu28 Improvise repeated patterns.</p> <p>Appraising Skills</p> <p>mu29 Make improvements to their own work.</p> <p>Listening and Applying</p> <p>mu30 Recognise how different musical elements are combined and used expressively.</p>	<p>Graphics</p> <p>it16 Use editing skills for visual effects.</p> <p>it17 Use a range of visual effects.</p> <p>Music/Sound</p> <p>it18 Select and record sounds.</p> <p>it19 Organise and re-organise sounds.</p>

Art

Imaginative Play /Role Play/Drama

Dance

Music

ICT

Year 4

- Formulate Ideas**
- ar19** Explore ideas and collect information to begin to develop their work.
- Create**
- ar20** Use visual and tactile qualities in materials and techniques, design and make images and artefacts for different purposes.
- Evaluate**
- ar21** Comment on similarities and differences between their own and others' work.
- ar22** Adapt and improve their own and others' work.

- Create**
- dr17** Create roles from different viewpoints.
- Perform**
- dr18** Perform sustained improvisations for a given purpose.
- dr19** Interpret behaviour from different viewpoints.
- Evaluate**
- dr20** Comment on performances constructively, using appropriate language.
- dr21** Implement improvements based on evaluations.

- Create**
- da17** Respond imaginatively, through movement and gesture, to a given stimulus.
- Perform**
- da18** Work independently, in pairs and small groups, to perform, remember, repeat and refine a dance with a given structure.
- da19** Perform dances clearly and fluently.
- Evaluate**
- da20** Comment on performances constructively, using appropriate language.

- Performing Skills**
- mu31** Sing in tune with expression.
- mu32** Perform simple parts rhythmically.
- Composing Skills**
- mu33** Explore and extend the ways sounds can be combined and used expressively.
- Appraising Skills**
- mu34** Make improvements to their own work, commenting on the intended effect.
- Listening and Applying**
- mu35** Recognise how different musical elements are combined and used expressively.
- mu36** Combine several layers of sound with awareness of the combined effect.

- Graphics**
- it20** Use a range of visual effects.
- it21** Use stamps and /or copy function.
- it22** Select areas, copy and re-size them.
- Music/Sound**
- it23** Edit musical phrases by adding and deleting phrases or notes.

Year 5

- Formulate Ideas**
- ar23** Explore ideas and collect information to develop their work.
- Create**
- ar24** Use their knowledge and understanding of materials and techniques to communicate ideas and meanings.
- Evaluate**
- ar25** Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to the context in which the work was made.
- ar26** Adapt and improve their own and others' work, beginning to realise intentions.

- Create**
- dr22** Recognise and use the impact of theatrical effects in drama.
- Perform**
- dr23** Use dramatic conventions.
- Evaluate**
- dr24** Reflect on how working in role helps to explore complex issues.
- dr25** Suggest improvements to their own and others' work.

- Create**
- da21** Express themselves by creating and performing dances in a range of styles working with partners or groups.
- Perform**
- da22** Perform different styles of dance clearly and fluently.
- Evaluate**
- da23** Understand styles of dance.
- da24** Suggest, implement and refine improvements to their own and others' work.

- Performing Skills**
- mu37** Perform by ear and from simple notations.
- mu38** Perform, maintaining their own part with awareness of how different parts fit together to achieve an overall effect.
- Composing Skills**
- mu39** Recognise that music reflects different intentions.
- mu40** Improvise melodic and rhythmic phrases as part of a group.
- mu41** Compose by developing ideas within musical structures.
- Appraising Skills**
- mu42** Suggest improvements to their own and others' work.
- mu43** Describe, compare and evaluate different kinds of music using appropriate vocabulary.
- Listening and Applying**
- mu44** Identify the relationship between sounds and how music reflects different intentions.

- Graphics**
- it24** Cut and paste between applications.
- it25** Choose and integrate elements into a presentation.
- Music/Sound**
- it26** Create, organise and re-organise sounds.

Year 6

- Formulate Ideas**
- ar27** Explore ideas and select visual and other information to develop their work, taking account of the purpose.
- Create**
- ar28** Combine and organise visual and tactile qualities to suit intentions, manipulating materials and techniques.
- Evaluate**
- ar29** Analyse and comment on ideas and methods and refine their work to reflect their own view of its purpose.

- Create**
- dr26** Improvise using a range of drama strategies and conventions to a given theme.
- Perform**
- dr27** Devise, adapt and refine a performance for a specific audience.
- Evaluate**
- dr28** Consider the overall impact of a performance.
- dr28** Identify dramatic ways of conveying ideas.

- Create**
- da25** Work creatively on their own, in pairs and small groups.
- Perform**
- da26** Perform expressively, sensitively, fluently and with control.
- da27** Use different visual images as inspiration for composing and performing dance.
- da28** Devise, adapt and refine a performance for a specific audience using appropriate criteria.
- Evaluate**
- da29** Talk about dance using appropriate language and terminology.

- Performing Skills**
- mu45** Perform significant parts from memory, with awareness of their own contributions.
- mu46** Perform solo and lead others from notations.
- Composing Skills**
- mu47** Compose melodic and rhythmic phrases as part of a group progressing to given structures.
- Appraising Skills**
- mu48** Analyse and compare musical features.
- mu49** Refine and improve their work, commenting on how intentions have been achieved.
- Listening and Applying**
- mu50** Use a variety of notations.
- mu51** Compose music for different occasions.
- mu52** Identify and evaluate how venue, occasion and purpose affect the way music is created, performed and heard.

- Graphics**
- it27** Create or capture and manipulate images for inserting into word processing, DTP and Multimedia packages.
- it28** Be aware of intended audience.
- Music/Sound**
- it29** Use microphone to record sounds, in order to create a sound file.
- it30** Copy sound files from CD-ROMs.
- it31** Organise and re-organise sounds and import into a Multimedia presentation.