



# Castle Hills Progression Skills

## Art

	Year 1	Year 2	Year 3
Learning KPIs	<ul style="list-style-type: none"> <li>• use artwork to record ideas, observations and experiences</li> <li>• experiment with different materials to design and make products</li> <li>• explain what he/she likes about the work of others</li> <li>• know the names of tools, techniques and elements that he/she uses</li> </ul>	<ul style="list-style-type: none"> <li>• try out different activities and make sensible choices about what to do next</li> <li>• select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>• give reasons for his/her preferences when looking at art/craft or design work</li> <li>• know that different artistic works are made by craftspeople from different cultures and times</li> </ul>	<ul style="list-style-type: none"> <li>• use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>• experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>• explain what he/she likes or dislikes about their work</li> <li>• know about some of the great artists, architects and designers in history and describe their work</li> </ul>
Techniques	<ul style="list-style-type: none"> <li>• use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</li> <li>• explore mark-making using a variety of tools</li> <li>• make structures by joining simple objects together</li> <li>• cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</li> <li>• make marks in print using found objects and basic tools and use these to create repeating patterns</li> <li>• sort, cut and shape fabrics and experiment with ways of joining them</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with tones using pencils, chalk or charcoal</li> <li>• represent things observed, remembered or imagined using colour/tools</li> <li>• experiment with basic tools on rigid and flexible materials</li> <li>• he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</li> <li>• use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> <li>• develop techniques to join fabrics and apply decorations such as a running or over stitch</li> </ul>	<ul style="list-style-type: none"> <li>• explore shading, using different media</li> <li>• understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>• compare and recreate form of natural and manmade objects</li> <li>• he/she is able to create a collage using overlapping and layering</li> <li>• create printing blocks using relief or impressed techniques</li> <li>• add detail to work using different types of stitch, including cross-stitch</li> </ul>

# Design and Technology

	Year 1	Year 2	Year 3
Cooking and Nutrition	<ul style="list-style-type: none"> <li>• cut food safely</li> </ul>	<ul style="list-style-type: none"> <li>• understand the need for a variety of food in a diet</li> <li>• group familiar food groups e.g. fruit and vegetables</li> <li>• measure and weigh food items – using informal methods</li> </ul>	<ul style="list-style-type: none"> <li>• say what to do to be hygienic and safe</li> <li>• begin to be able to read and understand food labels</li> <li>• measure and weigh ingredients appropriately</li> </ul>
Processes	<ul style="list-style-type: none"> <li>• generate ideas and recognise characteristics of familiar products</li> <li>• use pictures and words to describe what he/she wants to do</li> <li>• select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>• choose materials and explain why they are being used</li> <li>• explore and evaluate a range of existing products</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• use levers and sliders</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li> <li>• generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• choose materials and explain why they are being used depending on their characteristics</li> <li>• evaluate his/her ideas and products against design criteria</li> <li>• join materials together as part of a moving structure</li> <li>• explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate that his/her design meets a range of requirements</li> <li>• complete a plan that shows the order and also what equipment and tools he/she needs</li> <li>• use equipment and tools accurately</li> <li>• explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality</li> <li>• investigate and analyse a range of existing products</li> <li>• strengthen frames using diagonal struts</li> <li>• use a simple circuit in his/her product</li> </ul>

# Computing

	Year 1	Year 2
Computers and Using Computers	<ul style="list-style-type: none"> <li>recognise common uses of information technology in the home and school environment</li> <li>use technology to purposely create digital content</li> </ul>	<ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use technology to purposely create, organise, store, manipulate and retrieve digital content</li> <li>use technology to purposely create digital content comparing the benefits of different programs</li> </ul>
E-Safety	<ul style="list-style-type: none"> <li>understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>use technology safely and keep personal information private</li> </ul>
Coding	<ul style="list-style-type: none"> <li>predict the behaviour of simple programs</li> <li>understand what algorithms are and how they are implemented on digital devices</li> </ul>	<ul style="list-style-type: none"> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>create simple programs</li> <li>create and debug simple programs</li> <li>debug simple programs by using logical reasoning to predict the actions instructed by the code</li> <li>understand that programs execute by following precise and unambiguous instruction</li> </ul>
Networks		
Net Searching		

# Geography

	Year 1	Year 2	Year 3
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>ask simple geographical questions e.g. What is it like to live in this place?</li> <li>use simple observational skills to study the geography of the school and its grounds</li> <li>use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>make simple maps and plans e.g. pictorial place in a story</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</li> <li>analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</li> <li>recognise that different people hold different views about an issue and begin to understand some of the reasons why</li> <li>communicate findings in ways appropriate to the task or for the audience</li> <li>understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</li> <li>make more detailed fieldwork sketches/diagrams</li> <li>use fieldwork instruments e.g. camera, rain gauge</li> <li>use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</li> <li>use four figure grid references</li> <li>use the 8 points of a compass</li> <li>make plans and maps using symbols and keys</li> </ul>

# History

	Year 1	Year 2
Learning	<ul style="list-style-type: none"> <li>place known events and objects in chronological order (chronological understanding)</li> <li>sequence events and recount changes within living memory (chronological understanding)</li> <li>use common words and phrases relating to the passing of time (chronological understanding)</li> <li>understand key features of events (understanding of events, people and changes)</li> <li>identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>relate his/her own account of an event and understand that others may give a different version (historical interpretations)</li> <li>find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>describe some simple similarities and differences between artefacts (historical enquiry)</li> <li>sort artefacts from 'then' and 'now' (historical enquiry)</li> <li>ask and answer relevant basic questions about the past (historical enquiry)</li> <li>talk, draw or write about aspects of the past (organisation and communication)</li> </ul>	<ul style="list-style-type: none"> <li>speak about how he/she has found out about the past (organisation and communication)</li> <li>record what they have learned by drawing and writing (organisation and communication)</li> <li>show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>use a wide vocabulary of everyday historical terms</li> <li>ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events]</li> <li>show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>describe changes within living memory and aspects of change in national life</li> <li>describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>describe significant historical events, people and places in his/her own locality</li> </ul>
	Year 3	Year 4
Learning	<ul style="list-style-type: none"> <li>use an increasing range of common words and phrases relating to the passing of time (chronological understanding)</li> <li>describe memories of key events in his/her life using historical vocabulary (chronological understanding)</li> </ul> <p><b>Refer to End of Key Stage 2 objectives below for context</b></p>	<ul style="list-style-type: none"> <li>place some historical periods in a chronological framework (chronological understanding)</li> <li>use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</li> <li>communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</li> <li>use historic terms related to the period of study (chronological understanding)</li> <li>understand that sources can contradict each other (historical interpretations)</li> <li>use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul> <p><b>Refer to End of Key Stage 2 objectives below for context</b></p>



# MFL

	Year 3	Year 4
Listening	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• ask and answer simple questions, for example about personal information</li> <li>• repeat sentences heard and make simple adaptations to them</li> <li>• use mostly accurate pronunciation and speak clearly when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer a range of questions on different topic areas</li> <li>• using familiar sentences as models, make varied adaptations to create new sentences</li> <li>• read aloud using accurate pronunciation and present a short learned piece for performance</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• recognise some familiar words and phrases in written form</li> <li>• read some familiar words aloud using mostly accurate pronunciation</li> <li>• learn and remember new words encountered in reading</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</li> <li>• listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings</li> <li>• notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• write some single words from memory</li> <li>• use simple adjectives such as colours and sizes to describe things orally</li> <li>• record descriptive sentences using a word bank</li> </ul>	<ul style="list-style-type: none"> <li>• write words and short phrases from memory</li> <li>• use a range of adjectives to describe things in more detail, such as describing someone's appearance</li> <li>• write descriptive sentences using a model but supplying some words from memory</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• recognise the main word classes e.g nouns, adjectives and verbs</li> <li>• understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</li> <li>• have basic understanding of the usual order of words in sentences in the target language</li> </ul>	<ul style="list-style-type: none"> <li>• recognise a wider range of word classes including pronouns and articles, and use them appropriately</li> <li>• understand that adjectives may change form according to the noun they relate to, and select the appropriate form</li> <li>• recognise questions and negative sentences</li> </ul>

# Music

	Year 1 and 2	Year 3, 4, 5 and 6
Skills	<ul style="list-style-type: none"><li>• use his/her voice expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and un-tuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• demonstrate a developing understanding of the history of music</li></ul>

# Physical Education

	Year 1 and 2	Year 3, 4, 5 and 6
Skills	<ul style="list-style-type: none"> <li>• confidently perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>



# Science

	Year 1	Year 2
KPIs – Working scientifically	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways (Year 1 focus)</li> <li>• Use simple equipment to observe closely (Year 1 focus)</li> <li>• Perform simple tests (Year 1 focus)</li> <li>• Identify and classify (Year 1 focus)</li> <li>• Use his/her observations and ideas to suggest answers to questions (Year 1 focus)</li> <li>• Gather and record data to help in answering questions (Year 1 focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus)</li> <li>• Use simple equipment to observe closely including changes over time (Year 2 focus)</li> <li>• Perform simple comparative tests (Year 2 focus)</li> <li>• Identify, group and classify (Year 2 focus)</li> <li>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)</li> <li>• Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)</li> </ul>
Animals including humans	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that animals, including humans, have offspring which grow into adults</li> <li>• Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>