

# St Buryan Academy



Foundation Subject Progression Documents

Coverage / Descriptors for foundation subjects

KS1 and KS2



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## Art

### Year 1

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"><li>• Able to explore a range of marks using different media with the focus on tone</li><li>• Start to observe more closely and add detail when making drawings from images and objects.</li><li>• Understanding how to represent texture by using a variety of different marks.</li><li>• Able to explore and record objects and arrangements from different viewpoints</li></ul>			
painting	<ul style="list-style-type: none"><li>• Able to communicate ideas and meanings in response to music and comment on their own and others' work.</li><li>• Able to explore ideas about shape, pattern and colour using different brush strokes and painting media, with control.</li><li>• Discussing the work of different artists and using it as inspiration for their own work.</li><li>• To understand primary, secondary and complementary colours.</li></ul>			
3D	<ul style="list-style-type: none"><li>• Able to manipulate clay by rolling, pinching and pulling to shape clay, and learn how to join pieces.</li><li>• Able to choose appropriate tools to create texture and pattern in clay.</li></ul>			
printing	<ul style="list-style-type: none"><li>• Investigate and use relief printmaking materials and processes to communicate ideas in a variety of ways.</li></ul>			
Collage	<ul style="list-style-type: none"><li>• Able to investigate and use collage materials and processes to communicate ideas about line, shape and colour</li></ul>			
verbal response	<ul style="list-style-type: none"><li>• Able to say what they think and feel about their own and others' work and suggest ways of improving their own work. (Austin's butterfly)</li></ul>			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 2

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"><li>• Understanding that different marks can be made using a range of tools.</li><li>• Producing recognisable drawings of images and objects</li><li>• Understanding the element of 'texture' simply, using different tools and media to show this in their work.</li></ul>			
painting	<ul style="list-style-type: none"><li>• Developing understanding of mark making for thick and thin lines and a variety of brush strokes.</li><li>• Discussing the work of different artists and using it as inspiration for their own work.</li></ul>			
3D	<ul style="list-style-type: none"><li>• Able to manipulate clay into different shapes and join two pieces of clay</li><li>• Able to choose appropriate tools to create texture and pattern in clay</li><li>• To make models using a variety of reclaimed materials</li></ul>			
printing	<ul style="list-style-type: none"><li>• Able to investigate and use printmaking materials, techniques and processes to communicate their ideas</li><li>• Able to create prints using reclaimed materials</li></ul>			
Collage	<ul style="list-style-type: none"><li>• Able to use natural and man-made materials to communicate ideas and meanings.</li><li>• Able to choose appropriate materials to show texture and colour</li></ul>			
Verbal response	<ul style="list-style-type: none"><li>• Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</li></ul>			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 3

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"> <li>To investigate different marks made by pencils and compare</li> <li>To explore shading techniques investigating light/medium and dark tone</li> <li>To use a viewfinder to select and develop part of an image</li> <li>To use drawing and resist techniques to produce an image from their imagination</li> </ul>			
painting	<ul style="list-style-type: none"> <li>To understand about tint and tone using it through practical experiences</li> <li>To explore different painting techniques using these to create their own imaginative paintings</li> <li>To respond to ideas and techniques used by other artists comparing and contrasting images</li> </ul>			
3D	<ul style="list-style-type: none"> <li>To explore artist's approach to line, shape and pattern developing these and recording using sketchbooks or ict.</li> <li>To transfer designs onto a 3D artefact Understanding the process of inlaid clay designs.</li> <li>To experiment with different materials to produce 3D forms</li> </ul>			
Textiles	<ul style="list-style-type: none"> <li>To research patterns from different cultures</li> <li>To use dip dye process to create a background for printed work</li> <li>To design and make a collagraph printing block</li> <li>To record and annotate samples of their work</li> </ul>			
printing	<ul style="list-style-type: none"> <li>To use rollers to produce monoprint designs on different surfaces</li> <li>To reflect and comment on theirs and others work</li> <li>To adapt and improve</li> <li>To understand about repeating patterns</li> </ul>			
Collage	<ul style="list-style-type: none"> <li>To create responses to artists' work on line, shape, space and colour</li> </ul>			
Verbal Response	<ul style="list-style-type: none"> <li>Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</li> </ul>			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 4

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"> <li>To investigate different marks made by pencils and compare</li> <li>To explore shading techniques investigating light/medium and dark tone</li> <li>To use a viewfinder to select and develop part of an image</li> <li>To use drawing and resist techniques to produce an image from their imagination</li> </ul>			
painting	<ul style="list-style-type: none"> <li>To understand about tint and tone using it through practical experiences</li> <li>To explore different painting techniques using these to create their own imaginative paintings</li> <li>To respond to ideas and techniques used by other artists comparing and contrasting images</li> </ul>			
3D	<ul style="list-style-type: none"> <li>To explore artist's approach to line, shape and pattern developing these and recording using sketchbooks or ict.</li> <li>To transfer designs onto a 3D artefact Understanding the process of inlaid clay designs.</li> <li>To experiment with different materials to produce 3D forms</li> </ul>			
Textiles	<ul style="list-style-type: none"> <li>To research patterns from different cultures</li> <li>To use dip dye process to create a background for printed work</li> <li>To design and make a collagraph printing block</li> <li>To record and annotate samples of their work</li> </ul>			
printing	<ul style="list-style-type: none"> <li>To produce monoprints and Press Print to reflect the linear aspect of traditional African designs.</li> <li>To make a collagraph relief block focusing on shapes, using this for printing on a variety of surfaces to produce repeated pattern work.</li> </ul>			
Collage	<ul style="list-style-type: none"> <li>To explore and communicate their ideas through combining different materials</li> <li>To use photographic images as a starting point for artwork</li> <li>To understand that artists use different starting points for their work</li> </ul>			
Verbal Response	<ul style="list-style-type: none"> <li>Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</li> </ul>			



## Year 5

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"> <li>To use a selection of media to produce observational drawings</li> <li>To develop their work by layering techniques</li> <li>To use a viewfinder to select lines and shapes and use them in their own work</li> <li>To investigate working in the negative</li> </ul>			
Painting	<ul style="list-style-type: none"> <li>To respond to a contemporary artist using different techniques and materials</li> <li>To have an understanding of contrasting, adjacent colours</li> <li>To explore pattern, recording, enlarging and extending them to realise their intentions</li> </ul>			
3D	<ul style="list-style-type: none"> <li>To respond and record to the figurative sculptures of an artist using different materials</li> <li>To produce sculptural forms in response to an artist</li> <li>To review their sculptures and that of others</li> </ul>			
Textiles	<ul style="list-style-type: none"> <li>To have an understanding of the nature of materials and explore these using them for different purposes</li> <li>To develop an understanding of wax resist using it effectively in the response to the work of a textile artist</li> </ul>			
printing	<ul style="list-style-type: none"> <li>To research and discuss the work of printmakers developing responses through their own work</li> <li>To produce three colour reduction prints using Press Print and discuss and record the process</li> <li>To combine and use processes and techniques previously learned</li> </ul>			
Collage	<ul style="list-style-type: none"> <li>To work in response to the images of an artist selecting materials by colour and texture according to their intentions</li> <li>To explore 'overworking' images with different mediums</li> <li>To analyse their approaches and refine their work</li> </ul>			
Verbal Response	<ul style="list-style-type: none"> <li>Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</li> </ul>			



## Year 6

strand	objective	working towards	met	greater depth
Drawing	<ul style="list-style-type: none"> <li>To make detailed, analytical observational drawings</li> <li>To investigate the portrait imagery of famous artists and comment on the ideas</li> </ul>			
painting	<ul style="list-style-type: none"> <li>To apply different techniques to apply colour</li> <li>To respond to the work of an artist by combining colour, shape and space to produce abstract images</li> <li>To focus on line and contour in recording from direct observation</li> <li>To produce work in the style of the cubist movement</li> <li>To work collaboratively on a large scale to produce a group piece</li> </ul>			
3D	<ul style="list-style-type: none"> <li>To understand the concept of drawing in 3D</li> <li>To develop forming skills directly into clay</li> <li>To research the work of craftspeople as a starting point for producing their own individual designs</li> <li>To develop casting techniques</li> <li>To understand how to embellish a surface</li> </ul>			
Textiles	<ul style="list-style-type: none"> <li>To research and develop their own linear designs into relief print blocks</li> <li>To transpose these designs onto dyed backgrounds using graphic mark makers</li> <li>To apply batik skills</li> <li>To design and develop weaving skills</li> <li>To respond to artefacts from a different time and culture</li> </ul>			
printing	<ul style="list-style-type: none"> <li>To select and develop ideas from direct observation</li> <li>To transfer work and ideas into another medium combining different processes to produce state prints</li> <li>To review and adapt work accordingly</li> <li>To investigate batik</li> </ul>			
Collage	<ul style="list-style-type: none"> <li>To develop the use of geometric shapes and patterns in response to the work of an artist</li> <li>To use a variety of methods and approaches to communicate ideas</li> <li>To enhance work as it progresses, making modifications according to their views</li> </ul>			
	<ul style="list-style-type: none"> <li>Able to say what they think and feel about their own and others' work and suggest ways of improving their own work (Austin's butterfly)</li> </ul>			



## Computing

### Year 1/2

#### Unit summaries

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
<b>Year 1</b>	<b>Technology around us</b> Recognising technology in school and using it responsibly.	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.
<b>Year 2</b>	<b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.	<b>Digital photography</b> Capturing and changing digital photographs for different purposes.	<b>Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions.	<b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.	<b>Making music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

## Year 3/4

### Unit summaries

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
<b>Year 3</b>	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.	<b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.
<b>Year 4</b>	<b>The internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	<b>Audio editing</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Repetition in shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.	<b>Data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	<b>Photo editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	<b>Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

**Year 5/6**

**Unit summaries**

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
<b>Year 5</b>	<b>Sharing information</b> Identifying and exploring how information is shared between digital systems.	<b>Video editing</b> Planning, capturing, and editing video to produce a short film.	<b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.	<b>Flat-file databases</b> Using a database to order data and create charts to answer questions.	<b>Vector drawing</b> Creating images in a drawing program by using layers and groups of objects.	<b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.
<b>Year 6</b>	<b>Internet communication</b> Recognising how the WWW can be used to communicate and be searched to find information.	<b>Webpage creation</b> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	<b>Variables in games</b> Exploring variables when designing and coding a game.	<b>Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data.	<b>3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects.	<b>Sensing</b> Designing and coding a project that captures inputs from a physical device.



## Design and Technology

### Year 1

strand	objective	working towards	met	greater depth
Design, make, evaluate	Design and make products that have a definite function (e.g. Xmas card / puppet)			
Food	Understand the importance of food hygiene and steps to take (e.g. washing hands, cleaning table)			
	Develop basic skills such as stirring, kneading and pouring.			
	Understand where different foods come from.			
Textiles	Use a running stitch to join fabric.			
	Use methods such as dyeing, adding sequins or printing to alter the appearance of fabric.			
	Make use of a template to produce shapes.			
Construction	Practice techniques to join and / or strengthen materials: e.g. gluing and reinforcing card.			
Verbal response	Comment on their own and others' designs and products. Suggest ways in which designs and products could be improved.			



Year 2

strand	objective	working towards	met	greater depth
Design, make, evaluate, improve	Design and make products, modifying the product as the project evolves. (e.g. puppet / moving pop-up picture)			
	Take an existing design and propose improvements.			
Food	Safely cut, peel or grate ingredients in a hygienic manner (e.g. fruit salad)			
	Understand where food comes from			
	Combine ingredients to produce a dish, with support, by using basic techniques such as stirring / mixing / whisking / kneading / rubbing.			
Textiles	Understand basic sewing techniques, including running stitch and blanket stitch.			
	Use methods such as dyeing, adding sequins or printing to alter the appearance of fabric.			
	To make use of a template.			
Mechanics	Explore and use mechanisms in their products: e.g. wheels and axles / sliders etc.			
Materials	Use a range of tools safely and with some control.			
	Use a range of joining techniques: e.g. gluing, hinges or combining materials to strengthen.			
	Explore the processes used to create products, and use this to inspire their own simple plans.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 3

strand	objective	working towards	met	greater depth
Design, make, evaluate and improve	Produce designs with a clear purpose, having explored needs.			
	Select materials carefully to suit the design and use.			
Textiles	Use correct stitch to join materials.			
	Add decorative finish using a suitable technique.			
Construction	Select appropriate techniques to construct products			
Food	Use correct utensils to hygienically prepare food.			
	Combine and /or cook ingredients with some independence.			
Historical Inspiration	To discuss the work of some recognised designers that have been studied.			



Year 4

strand	objective	working towards	met	greater depth
Design, make, evaluate and improve	Refine methods and their design as work progresses, constantly reassessing and adapting design.			
	Use computer packages to design and model products.			
Electricals	Construct series and parallel circuits			
Mechanics	Apply understanding of forces to select a suitable mechanism for their design: e.g. levers, winding mechanism, pulleys or gears.			
Materials	Use suitable cutting and shaping techniques.			
	Choose suitable joining techniques.			
Historical Inspiration	Make improvements to established designs and be able to explain / justify.			
	Disassemble designs to discover how they work. Discuss.			



Year 5

strand	objective	working towards	met	greater depth
Design, make, evaluate and improve	Design by considering the user, prioritising good function.			
	Produce prototypes, building upon the previous, to optimise design.			
Electronics	Create circuits using electronics kits that combine a number of parts (e.g. LEDs, resistors, chips etc)			
Construction	Gain competence at a range of practical skills to a reasonable standard to produce products.			
Textiles	Use a variety of stitching techniques to join fabrics.			
	Use a pattern, measure accurately and allow for seams.			
Historical inspiration	Use / combine designs from significant designers. Explain choices.			





**Year 6**

strand	objective	working towards	met	greater depth
Design, make evaluate and improve	Include designing processes such as prototypes, cross-sectional diagrams and / or CAD.			
	Show attention to achieving a good quality finish to their products (link to art techniques).			
Food	Understand how to store and handle food ingredients properly.			
	Invent and modify own recipes including ingredients, methods, cooking times and temperatures.			
Materials	Cut with precision and produce a good finish.			
	Select appropriate tools to cut and shape a particular type of material.			
Mechanics	Combine electronics and mechanics to produce original designs.			
	Use cams to change a rotation into a push / pull movement.			
Historical Inspiration	Start with existing designs and develop improved ones.			
	Evaluate the design of products and identify possible further changes to improve its performance.			

**Geography**



## Year 1

Strand	Objective	Working towards	Met	Greater Depth
Locational Knowledge	Name local towns. Name and locate the 4 countries and name the capital cities of the UK.			
	Locate local towns on a simple map (where do we live in UK?)			
	Start to understand the location of some continents and oceans.			
Human and Physical Geography	Identify basic seasonal weather patterns in the UK			
	Identify the location of hot and cold areas of the world in relation to the equator and poles.			
	Use basic geographical vocabulary to describe physical features of the local environment (forest, hill, mountain, beach, valley, vegetation)			
	Use basic geographical vocabulary to describe human features of local environment: city, town, village, factory, farm, house, retail (shop / café).			
Geographical Skills and Fieldwork	Devise simple picture maps (e.g. Far East/ Tiger! Tiger! Tie-in)			
	Use photographs to recognise basic human and physical features (e.g. forest / beach / shop / cinema etc)			
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and key physical / human features of its environment			
	Use world maps, atlases and globes to identify the United Kingdom and its countries.			
	Use world maps, atlases and globes to identify continents and oceans around the world.			



## Year 2

Strand	Objective	Working towards	Met	Greater Depth
Locational and Place Knowledge	Name, locate and identify some characteristics of the four countries of the UK. Name and locate the capital cities and the surrounding seas.			
	Name and locate the world's seven continents and five oceans.			
	Understand geographical similarities and differences of human and physical geography of local town and small area of a non-European country.			
Human and Physical Geography	Identify daily and seasonal weather patterns in the UK			
	Identify the location of hot and cold areas of the world in relation to the North and South poles			
	Use basic geographical vocabulary to refer to: Key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.			
	Use basic geographical vocabulary to refer to: city, town, village, factory, farm, house, harbour, retail unit, train station, road / railway track / bridleway.			
Geographical Skills and Fieldwork	Use 4 compass directions (NSEW) and simple locational language to describe features of landscapes (e.g. near and far)			
	Use world maps, atlases and globes to identify the countries of the UK.			
	Refer to world maps, atlases and globes to identify all continents and oceans studied, and some key countries studied.			
	Describe the location of features and routes on a map using compass directions.			
	Devise a simple map, including basic symbols in a key (e.g. Far East / India topic tie-in).			
	Describe the key human and physical features of the school's surrounding areas using observation and fieldwork			
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features			



## Year 3 and 4

Strand	Objective	Working towards	Met	Greater Depth
Locational Knowledge	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
	Locate some of the world's countries, using maps to focus on Europe and North America			
	Of the places studied outside of the UK, learn about environmental regions, key physical and human characteristics, countries, and major cities			
	Identify the position of and begin to understand the significance of Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
Human and Physical Geography	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North America			
	Describe and understand key aspects of physical geography, including climate zones.			
	Describe and understand key aspects of human geography, including types of settlement and land use.			
Geographical Skills and Fieldwork	Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
	Learn about and begin to use the 8 points of a compass and 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			



Year 5 and 6

Strand	Objective	Working towards	Met	Greater Depth
Locational Knowledge	On world map, locate some countries in Europe (including the location of Russia), Africa, South America and Australasia / Oceania and Antarctica. Locate Greece and its position within Europe.			
	Identify the main environmental regions of the countries studied, key physical and human characteristics and some major cities.			
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.			
	Understand how these features have changed over time.			
Human and Physical Geography	Describe and understand key aspects of <b>physical</b> geography: rivers, mountains, volcanoes and earthquakes (plate tectonics)			
	Understand and explain the water cycle.			
	Understand the significance and impact of climate zones, biomes and vegetation belts.			
	Describe and understand key aspects of distribution of natural resources, focussing on energy (oil and gas) and rainforest regions.			
	Describe and understand some key aspects of human geography, including fair trade, pollution, deforestation and energy production (e.g. oil versus wind power).			
	Compare a region of the UK (Purbeck) with a region of another continent (Greek Island) with significant similarities and differences.			
Geographical Skills and Fieldwork	Mainly independently, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
	Analyse statistics to gain insight into locational characteristics (e.g. tourism and natural resources)			
	Use the eight points of a compass, four figure grid references, symbols and a key.  Extend to 6 figure grid references with teaching of latitude and longitude, and 16 points of a compass.			



## History

### Year 1

Strand	Objective	Working Towards	Met	Greater Depth
Chronology	Recount past changes from their own lives.			
	Can sequence some events within historical stories they have learned (e.g. simple sequence of events for Great Fire).			
Investigating and interpreting	Use artefacts, pictures, texts and online sources to find out about the past.			
	Identify similarities and differences between ways of life in different periods.			
	Understand some ways that we find out about the past (pictures / paintings / diary accounts / photos of recent past)			
Knowledge and Understanding	Know about events beyond living memory that are significant nationally or globally (e.g. GFL / Florence Nightingale impact / Gunpowder plot).			
	Recognise significant historical events, people and places in their own locality (e.g. Corfe Castle and Lady Banks / Mary Anning and the ichthyosaur)			
	Recognise changes within living memory of members of our community.			
	Know about the lives of significant individuals in the past who have contributed to national / international achievements.			
Vocabulary	Recalls topic related vocabulary, plus: past, old, new, young, days, months, years.			



## Year 2

Strand	Objective	Working Towards	Met	Greater Depth
Chronology	For historical events / topics studied: Place events / artefacts in order on a simple, given timeline, labelling or using some dates where appropriate.			
Interpreting and Investigating	Use artefacts, pictures, texts and online sources to find out about the past.			
	Ask and answer questions such as: "What was it like for a..?" "What happened?" "Why did this happen?"			
	Understand some ways that we find out about the past (pictures / paintings / diary accounts / photos of recent past)			
	Identify different types of sources.			
Knowledge and Understanding	Give reasons why people from the past acted in the ways they did.			
	Use information gained from (adult supported) research to identify similarities and differences between ways of life in different periods.			
	Recognise and recount significant historical events, people and places in their own locality (e.g. Corfe Castle and Lady Banks / Mary Anning and the ichthyosaur)			
	Recognise changes within living memory of members of our community, and how this reflects national changes.			
	Know about the lives of significant individuals in the past who have contributed to national / international achievements. Use some to compare aspects of life in different periods (e.g. hospital conditions before / after Florence Nightingale)			
Vocabulary	Topic / subject related vocabulary: recently, before, after, now, later, in the past etc.			



Year 3 and 4

Strand	Objective	Working Towards	Met	Greater Depth
Chronology	Link learning in KS1 with new learning to begin to develop a chronologically secure knowledge and understanding of history			
	Start to notice connections, contrasts and trends over time			
Interpreting and Investigating	Establish some narratives within and across periods studied			
	Regularly address and sometimes devise historically valid questions			
	Construct responses by selecting and organising relevant historical information.			
	Begin to understand that different versions of the past may exist, giving some reasons for this			
Knowledge and Understanding	A local history study			
	Changes in Britain from the Stone Age to the Iron Age			
	The Roman Empire and its Impact on Britain.			
	Britain's Settlement by Anglo-Saxons and Scots			
	A non-European society that provides contrast with British history			
Vocabulary	Develop the appropriate use of historical terms			





Year 5 and 6

Strand	Objective	Working Towards	Met	Greater Depth
Chronology	Continue to develop chronologically secure knowledge and understanding of history.			
	Note connections, contrasts and trends over time.			
Interpreting and Investigating	Establish clear narratives within and across periods studied.			
	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance			
	Construct informed responses by thoughtfully selecting and organising relevant historical information.			
	Understand how knowledge of the past is constructed from a range of sources and that the reliability of these sources may differ.			
	Understand that different versions of the past may exist, giving some reasons for this.			
Knowledge and Understanding	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1 and WW2).			
	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.			
	Ancient Greece – A study of Greek life and achievements and their influence on the Western World.			
Vocabulary	Become confident in the appropriate use of historical terms.			



**MFL**

**Year 3**

strand	objective	working towards	met	greater depth
Listening and Speaking	Understand a few familiar spoken words and phrases, e.g. instructions, colours, days of the week, numbers, praise words.			
	Say and/or repeat a few words / short simple phrases – e.g. introduce self, short finger rhyme, sequence of colours, classroom objects			
	Imitate correct pronunciation with some success			
Reading and Writing	Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, classroom sign, colour label etc			
	Write or copy simple words and/or symbols correctly – e.g., numbers, colours, objects to make short phrase			
Intercultural Understanding	Understand and respect different people and places in the world			
	Understand that some people speak a different language to my own			



## Year 4

strand	objective	working towards	met	greater depth
Listening	Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school, classroom commands, numbers, colours etc.			
	Listen for and respond to specific words / phrases/ songs or rhymes.			
Speaking	Answer simple questions and give basic information – (e.g. introducing self, the weather, brothers and sisters, pets) using short phrases.			
	Say (individually or in small group) a short rhyme, song or part of a story.			
Reading and writing	Understands some familiar written phrases – e.g. simple weather phrases, basic descriptions of objects			
	Write one or two short sentences with support (e.g. using a model or filling in the words on a simple form – shopping list, e-mail/postcard, table)			
Intercultural understanding	Identify similarities and differences in my culture to that of another (e.g. compare celebrations, school life).			
	Compare one or two traditional stories.			



## Year 5

strand	objective	working towards	met	greater depth
Speaking and Listening	Understand the main points from a spoken passage made up of familiar language – e.g. basic conversation when introducing oneself/giving opinions, details about school/ weather forecast.			
	Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.			
	Ask and answer simple questions– e.g. taking part in / a conversation when meeting French class/an interview/survey about pets/favourite food, talking to a friend about hobbies			
	Talk simply about personal interests.			
Reading and Writing	Understands the main point(s) from a short written text – e.g. simple messages on a postcard/in an email			
	Match sound to print by reading aloud familiar words and phrases, re-reading frequently a variety of short texts.			
	Write a few short sentences with support using vocab already learnt – e.g. Postcard, simple note or message, identity card			
	Spell some words that are readily understandable			
Inter cultural Understanding	Compare aspects of their daily lives with those of someone from another country.			
	Respect and understand cultural diversity.			
	Compare symbols / objects / pictures that represent their own culture with those of another country.			



Year 6

strand	objective	working towards	met	greater depth
Listening and speaking	Understand the main points and some of the detail from a short spoken passage / video/ story / song – e.g. sentences describing what people are wearing/ saying what is wrong at the doctors			
	Take part in a simple conversation, understanding responses.			
	Can substitute items of vocabulary to vary questions or statements.			
	Pronunciation is becoming more accurate and some intonation is being developed.			
Reading and writing	Understand the main points and some of the detail from a short, simple written text.			
	Begin to read independently for information / enjoyment.			
	Spell some commonly used words correctly, and use a bilingual dictionary to look up new words.			
	Write a short text on a familiar topic, adapting language already learnt, using a model.			
Inter cultural Understanding	Discuss and present information about a particular aspect of a francophone country's culture.			
	Compare attitudes towards aspects of everyday life.			



## Music

### Year 1

strand	objective	working towards	met	greater depth
Sing ing and play ing	Use their voice in different ways – speaking, singing and chanting with accompaniment.			
	Develop some control using tuned / un-tuned percussion: Can copy simple rhythm patterns.			
Reh ears ing and Not atin g	Begin to represent sounds with symbols (not formal notation)			
	Can recognise some of the musical dimensions e.g. pitch / duration / dynamics.			
List eni ng and resp ond ing	Recognise mood, character and contrast in pieces, and respond.			
Des crib ing and disc ussi ng	Describe sounds and music simply using appropriate vocabulary such as: high / low, loud / quiet.			



Year 2

strand	objective	working towards	met	greater depth
Sing ing and play ing	Develop their control of pitch and duration when singing with accompaniments.			
	Performs simple patterns and accompaniments on tuned and untuned instruments, keeping to a steady beat.			
	Devise / repeat a simple rhythm pattern.			
Reh ears ing and not atin g	Respond to graphic notation (pictorial symbols) for pitch, duration and rhythm.			
List eni ng and resp ond ing	Recognise changes in mood, character and contrasts in pieces of music, and respond.			
Desc ribin g and disc ussi ng	Begin to use appropriate musical vocabulary: e.g. low / high, long/ short, loud/quiet, quicker / slower.			



### Year 3

strand	objective	working towards	met	greater depth
Singing and playing.	Develop tuneful singing, starting to sing partner songs and rounds.			
	Keep to a steady beat in 2, 3 and 4 metre and devise or copy a rhythm pattern with accuracy.			
	Developing control, accuracy and expression when playing tuned / un-tuned percussion instruments.			
Rehearsing and notating	Practise and improve performance of simple rhythm patterns / melodies in short pieces.			
	Respond to graphic notation for pitch, duration and rhythm.			
Listening and responding	Listen attentively and begin to compare and contrast different pieces in mood, character and changes.			
Describing and discussing	Use appropriate musical vocabulary to describe music: e.g. high or low pitch, rising / falling pitch, quick / slow tempo, rhythm / beat.			





Year 4

strand	objective	working towards	met	greater depth
Singing and playing	Sing rounds and partner songs in tune with increasing expression, accuracy and fluency.			
	Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato (def: a repeated melody or rhythmic phrase).			
Rehearsing and Notating	Improvise repeated patterns and combine several textures of sound – evaluate their composition.			
	Create graphic notation for pitch, duration and rhythm.			
Listening and Responding	Compare and contrast different pieces recognising how different musical elements are combined and used expressively.			
	Pupils can listen with increasing attention to detail and recall sounds with growing aural memory.			
Describing and Discussing	Use appropriate vocabulary for the musical dimensions: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whispering etc)			
	Pupils recognise how the different musical elements are combined and used expressively, also discussing the texture (layers of sound) simply.			



## Year 5

strand	objective	working towards	met	greater depth
Sing ing and Play ing	Sing songs with control, fluency, expression, including starting to sing songs in parts.			
	Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics.			
Reh ears ing and not atin g	Improvise, compose, rehearse and refine melodic and rhythmic phrases.			
	Understand and start to use the staff and other musical notations.			
List eni ng and resp ond ing	Compare and contrast a range of pieces showing awareness of dimensions, context and purpose: e.g. What did the composer intend this piece for? How do the repeated phrases / layers of sound build to create a 'mood'?			
	Suggest improvements to their own, and others' work.			
Des crib ing and disc ussi ng	Further extend appropriate musical vocabulary, starting to use some technical vocab to describe: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whisper etc)			



## Year 6

strand	objective	working towards	met	greater depth
Sing ing and play ing	Sing songs in parts with increasing control and expression. Pupils sing tunelessly.			
	Play pieces with parts with accurate control of pitch, duration, tempo and dynamics.			
Reh ears ing and not atin g	Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.			
	They understand and use the staff and other musical notations.			
List eni ng and resp ond ing	Compare and contrast a range of pieces explaining opinions referring to musical dimensions, context and purpose: e.g. 'The composer created a tense / angry mood with the sudden chords and using cymbals'.			
	They suggest improvements to their own and others' work, commenting on how intentions have been achieved.			
Desc ribin g and disc ussi ng	Further extend appropriate musical vocabulary, using some technical vocab to describe: dynamics (loud / soft), pitch (high / low), rhythm / duration, beat / pulse, tempo (fast / slow), words to describe timbre (tinkly / hard / whisper etc)			
	Discuss their views on a range of live and recorded music from different traditions and from great composers and musicians.			



## Physical Education

### Year 1

#### Dance

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Copy and repeat simple skills			
	Follow the leader – jumps, hops, skips			
	Respond to different stimuli with a range of actions			
	Copy and explore basic body actions demonstrated by the teacher			
	Copy simple movement patterns from each other and explore the movement			
	Pupils link simple actions and skills			
Selecting and applying skills, tactics and compositional ideas	Compose and link movement phrases to make simple dances with clean beginning, middle and end.			
	practise and repeat their movement phrases and perform them in a controlled way			
Evaluating and improving performance	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing			
Knowledge and understanding of fitness and health	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.			



## Games

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Copy and repeat simple skills			
	Throw and catch a ball with a partner			
	move fluently, changing direction and speed easily and avoiding collisions			
	show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking			
	Pupils link simple actions and skills			
Selecting and applying skills, tactics and compositional ideas	Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming			
Evaluating and improving performance	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing			
Knowledge and understanding of fitness and health	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Gym

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Copy and repeat simple skills			
	Perform basic gymnastic actions like traveling, rolling and jumping			
	Manage the space safely, showing good awareness of each other, mats and apparatus			
	Pupils link simple actions and skills			
Selecting and applying skills, tactics and compositional ideas	Make up simple movement phrases in response to simple tasks.			
	Link & repeat basic gymnastic actions perform movement phrases with control and accuracy			
Evaluating and improving performance	They can talk about differences between their own and others' performance and suggest improvements			
Knowledge and understanding of fitness and health	They can understand how to exercise and describe how their bodies feel during different activities.			



## Swimming/OAE/Athletics

strand	objective	working towards	met	greater depth
	Swim 10-20 metres with aids, confidence in water, put faces in water			
	Follow marked tracks in familiar environment.			
	Run at different speeds, jump with accuracy, use a small range of techniques			
	Select appropriate arm and leg action to move across pool.			
	Choose which way to follow route, by self or in group			
	Choose which throwing and retrieving technique to use			
Evaluating and improving performance	They can talk about differences between their own and others' performance and suggest improvements			
Knowledge and understanding of fitness and health	They can understand how to exercise and describe how their bodies feel during different activities.			



## Year 2

### Dance

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Copy, remember and repeat simple skills with control and co-ordination			
	Can link several movements together with control and co-ordination			
	talk about different stimuli as the starting point for creating dance phrases and short dances			
	explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements			
	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics			
Select and apply	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings			
	remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness			
Evaluating and improving performance	They can talk about differences between their own and others' performance and suggest improvements			
Knowledge and understanding of fitness and health	They can understand how to exercise and describe how their bodies feel during different activities.			





## Games

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Copy, remember and repeat simple skills with control and co-ordination			
	Pass a ball accurately to a partner over a variety of distances			
	perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control			
	show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run			
Select and apply				
	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics			
	choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents			
	They vary skills and show some understanding of simple tactics			
Evaluating and improving performance	They can talk about differences between their own and others' performance and suggest improvements			
Knowledge and understanding of fitness and health	They can understand how to exercise and describe how their bodies feel during different activities.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Gym

strand	objective	working towards	met	greater depth
Acquire and develop	Copy, remember and repeat simple skills with control and co-ordination			
	Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions			
	move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another			
Select and apply	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics			
	Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end			
	Adapt the sequence to include apparatus or a partner			
	use different combinations of floor, mats and apparatus, showing control, accuracy and fluency			
Evaluating and improving performance	They can talk about differences between their own and others' performance and suggest improvements			
Knowledge and understanding of fitness and health	They can understand how to exercise and describe how their bodies feel during different activities.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Swimming/OAE/Athletics

strand	objective	working towards	met	greater depth
	10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently			
	Use simple plans and diagrams of familiar environments.			
	Change speed and direction, link running and jumping, throw accurately			
	Choose their most confident stroke to swim across the pool.			
	Use skills to solve a basic challenge or problem			
	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance			
	They can talk about differences between their own and others' performance and suggest improvements			
	They can understand how to exercise and describe how their bodies feel during different activities.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 3

#### Dance

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Select and use skills and ideas with co-ordination and control			
	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different			
	stimuli through their use of language and choice of movement			
	Incorporate different qualities and dynamics into their movements			
	explore and develop new actions while working with a partner or a small group			
	Pupils show that they understand tactics and composition by starting to vary how they respond			
Select and apply	Apply basic compositional ideas to create dance which convey feelings and emotions			
	link actions to make dance phrases, working with a partner and in a small group			
	perform short dances with expression, showing an awareness of others when moving			
	describe what makes a good dance phrase			
Evaluating and improving performance	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.			
	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Games

strand	objective	working towards	met	greater depth
Acquiring and developing skills Select and apply	Select and use skills and ideas with co-ordination and control			
	Travel whilst bouncing a ball showing control			
	use a range of skills to help them keep possession and control of the ball			
	perform the basic skills needed for the games with control and consistency use a range of skills with increasing control			
	Pupils show that they understand tactics and composition by starting to vary how they respond			
Evaluating and improving performance	In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others			
	choose good places to stand when receiving, and give reasons for their choice			
	choose and use batting or throwing skills to make the game hard for their opponents			
Knowledge and understanding of fitness and health	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.			
Acquiring and developing skills	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Gym

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Select and use skills and ideas with co-ordination and control			
	Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel			
	practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner			
	Pupils show that they understand tactics and composition by starting to vary how they respond			
Select and apply	Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end			
	adapt a sequence to include different levels, speeds or directions			
	work well on their own and contribute to pair sequences			
Evaluating and improving performance	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.			
Knowledge and understanding of fitness and health	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Swimming/OAE/Athletics

strand	objective	working towards	met	greater depth
Acquiring and developing skills	25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together.			
	Use maps and diagrams to orientate themselves around a course.			
	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups			
	Use their arms and legs in the correct manner for the chosen stroke.			
Select and apply	Respond appropriately when task/environment changes, plan responses			
	Choose and use throw to reach target, choose which role to play within group situation			
Evaluating and improving performance	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.			
Knowledge and understanding of fitness and health	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 4

#### Dance

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Select, use and perform with coo-ordination and fluency			
	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy			
	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases			
	Use a range of actions and begin to combine movement phrases and patterns..			
	Begin to respond within a small group of partnership, to speed and level.			
Select and apply	Pupils can link movement phrases together with increased precision.			
Select and apply	Begin to design their own movement phrases that respond to the stimuli or emotion			
	Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group			
	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.			
Evaluating and improving performance	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.			
Knowledge and understanding of fitness and health	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.			





## St Buryan Academy Progression Documents: Foundation Subjects

### Games

strand	objective	working towards	met	greater depth
	Pupils can link movement phrases together with increased precision.			
Acquiring and developing skills	Travel with a ball showing increasing control using both hands and feet.			
	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.			
	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill			
	Pupils can link tactics and skills together with increased precision.			
Select and apply	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.			
	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.			
Evaluating and improving performance	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.			
Knowledge and understanding of fitness and health	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Gym

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Select, use and perform with co-ordination and fluency.			
	Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,			
	Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.			
	Pupils can link movement phrases together with increased precision.			
Select and apply	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.			
	Perform a sequence where the children combine speed, level, direction and a variety of shapes.			
	Work within different groups to contribute to a variety of different sequences.			
	Select, use and perform with coo-ordination and fluency.			
	Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,			
Acquiring and developing skills	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.			
Knowledge and understanding of fitness and health	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.			



## Swimming/OAE/Athletics

strand	objective	working towards	met	greater depth
Acquiring and developing skills Select and apply	Swim 25-30 metres unaided, use a variety of different leg and arm actions.			
	Use a map with confidence to navigate around a route.			
	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.			
	Link arms and legs correctly to allow effective propulsion across the pool.			
	Adapt and respond to changes in the environment to allow them to complete the task			
Evaluating and improving performance	Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.			
	Swim 25-30 metres unaided, use a variety of different leg and arm actions.			
	Use a map with confidence to navigate around a route.			
	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.			
Acquiring and developing skills	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.			
Knowledge and understanding of fitness and health	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.			



## Year 5

### Dance

strand	objective	working towards	met	greater depth
	Performance shows precision, control and fluency			
Acquiring and developing skills	Respond to a variety of stimuli showing a range of actions performed with control and fluency			
	think about character and narrative ideas created by the stimulus, and respond through movement			
	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group			
	Pupils link skills, techniques and ideas accurately and appropriately			
Select and apply	Create and perform dances using a range of movement patterns in response to a range of stimuli			
	use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer			
	remember, practise and combine longer, more complex dance phrases			
Evaluating and improving performance	From observation of others begin to describe constructively how to refine improve and modify performance. Refine your own performance in response to comments of others' and self-analysis.			
Knowledge and understanding of fitness and health	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.			



## Games

strand	objective	working towards	met	greater depth
	Performance shows precision, control and fluency			
Acquiring and developing skills	Travel with a ball showing changes of speed and directions using either foot or hand.			
	use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>			
	keep a game going using a range of different ways of throwing			
	strike a ball with intent and throw it more accurately when bowling and/or fielding			
	Pupils link skills, techniques and ideas accurately and appropriately			
Select and apply	Effectively play a competitive net/wall game keep and use rules they are given			
	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights			
	judge how far they can run to score points			
Evaluating and improving performance	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.			
Knowledge and understanding of fitness and health	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Gym

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Performance shows precision, control and fluency			
	Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement			
	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.			
	Pupils link skills, techniques and ideas accurately and appropriately			
Select and apply	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.			
	sequences with changes of speed, level and direction, and clarity of shape			
	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement			
	Performance shows precision, control and fluency			
	Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement			
	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.			
Evaluating and improving performance	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.			
Knowledge and understanding of fitness and health	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.			



## St Buryan Academy Progression Documents: Foundation Subjects

### Swimming/OAE/Athletics

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back			
	Move confidently through familiar and less familiar environments, prepare self			
	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well			
Select and apply	Link the correct arm and leg movement for front and back strokes.			
	Adapt skills and strategies as situation demands.			
	Choose pace for running, plan and carry through an event			
Evaluating and improving performance	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.			
Knowledge and understanding of fitness and health	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.			



Year 6

Dance

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Choreograph creative and imaginative dance sequences, independently and in a group			
	Choreograph and perform more complex sequences			
	Demonstrate a consistent theme throughout a dance			
Select and apply	Analyse and appraise skills and techniques used by others and apply in own work			
	Practice, modify and perfect skills and techniques to improve performance			
	Understand and explain the short and long term effects of exercise			
	Lead warm up and cool down activities in ways that enhance the forthcoming activity			
	Explain why regular exercise is important to general health and well-being			
	Effort overall.			
Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.			
Knowledge and understanding of fitness and health	Can show responsibility for personal warm up programme specific to the activity.			





## St Buryan Academy Progression Documents: Foundation Subjects

### Games

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)			
	Work alone and with a team to outwit an opponent / opposing team			
	Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play			
	Act as a good role model within a team, taking a lead role when required			
Select and apply	Analyse and appraise skills and techniques used by others and apply in own work			
	Practice, modify and perfect skills and techniques to improve performance			
	Understand and explain the short and long term effects of exercise			
	Lead warm up and cool down activities in ways that enhance the forthcoming activity			
	Explain why regular exercise is important to general health and well-being			
	Effort overall.			
Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.			
Knowledge and understanding of fitness and health	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.			



## Gym

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements			
	Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances			
	Rehearse, refine and perfect gymnastic skills			
Select and apply	Analyse and appraise skills and techniques used by others and apply in own work			
	Practice, modify and perfect skills and techniques to improve performance			
	Understand and explain the short and long term effects of exercise			
	Lead warm up and cool down activities in ways that enhance the forthcoming activity			
	Explain why regular exercise is important to general health and well-being			
	Effort overall.			
Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.			
Knowledge and understanding of fitness and health	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.			



## Swimming

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back			
	Move confidently through familiar and less familiar environments, prepare self			
	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well			
Select and apply	Link the correct arm and leg movement for front and back strokes.			
	Adapt skills and strategies as situation demands.			
	Choose pace for running, plan and carry through an event			
Evaluating and improving performance	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.			
Knowledge and understanding of fitness and health	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.			



# St Buryan Academy Progression Documents: Foundation Subjects

## OAE

strand	objective	working towards	met	greater depth
Acquiring and developing skills	Read a variety of maps and plans of the environment, recognising symbols and features			
	Value the importance of planning and thinking as they work through their challenge			
	Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills			
Select and apply	Analyse and appraise skills and techniques used by others and apply in own work			
	Practice, modify and perfect skills and techniques to improve performance			
	Understand and explain the short and long term effects of exercise			
	Lead warm up and cool down activities in ways that enhance the forthcoming activity			
	Explain why regular exercise is important to general health and well-being			
	Effort overall.			
Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.			
Knowledge and understanding of fitness and health	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.			



## Athletics

strand	objective	working towards	met	greater depth
Select and apply	When running over a range of distances, show stamina, speed and control			
	Throw accurately, perfecting techniques by analysing the movement and body shape			
	Demonstrate control, balance and power in take-off and landing when jumping			
	Compete with others, recording results, setting targets and endeavouring to improve performance.			
Acquiring and developing skills	Analyse and appraise skills and techniques used by others and apply in own work			
	Practice, modify and perfect skills and techniques to improve performance			
	Understand and explain the short and long term effects of exercise			
	Lead warm up and cool down activities in ways that enhance the forthcoming activity			
	Explain why regular exercise is important to general health and well-being. Effort overall			
Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.			
Knowledge and understanding of fitness and health	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.			



**Personal, Social and Health Education (Jigsaw)**

**Year 1**

strand	objective	working towards	met	greater depth
Celebrating Differences	I can tell you some ways I am different from my friends			
	I understand these differences make us all special and unique			
Dreams and Goals	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it			
	I can refer to my successes to help me face new challenges			
Healthy Me	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy			
	I can recognise how being healthy helps me to feel happy			
Relationships	I can tell you why I appreciate someone who is special to me			
	and express how I feel about them			
Changing Me	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina			
	I respect my body and understand which parts are private			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 2

strand	objective	working towards	met	greater depth
Celebrating Difference	I can identify some ways in which my friend is different from me			
	I can tell you why I value this difference about him/her			
Dreams and Goals	I can explain some of the ways I worked cooperatively in my group to create the end product			
	I can express how it felt to be working as part of this group			
Healthy Me	I can make some healthy snacks and explain why they are good for my body			
	I can express how it feels to share healthy food with my friends			
Relationships	I can identify some of the things that cause conflict between me and my friends			
	I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends			
Changing Me	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private			
	I can tell you what I like/don't like about being a boy/ girl			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 3

strand	objective	working towards	met	greater depth
Celebrating Difference	I can tell you about a time when my words affected someone's feelings and what the consequences were			
	I can give and receive compliments and know how this feels			
Dreams and Goals	I can evaluate my own learning process and identify how it can be better next time			
	I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest			
Healthy Me	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help			
	I can express how being anxious or scared feels			
Relationships	I can explain how some of the actions and work of people around the world help and influence my life			
	and can show an awareness of how this could affect my choices			
Changing Me	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up			
	I recognise how I feel about these changes happening to me and know how to cope with these feelings			





## St Buryan Academy Progression Documents: Foundation Subjects

### Year 4

strand	objective	working towards	met	greater depth
Celebrating Difference	I can tell you a time when my first impression of someone changed as I got to know them			
	I can explain why it is good to accept people for who they are			
Dreams and Goals	I know how to make a new plan and set new goals even if I have been disappointed			
	I know what it means to be resilient and to have a positive attitude			
Healthy Me	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to			
	I can identify feelings of anxiety and fear associated with peer pressure			
Relationships	I can explain different points of view on an animal rights issue			
	and express my own opinion and feelings on this			
Changing Me	I can identify what I am looking forward to when I am in Year 5			
	I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 5

strand	objective	working towards	met	greater depth
Celebrating Differences	I can explain the differences between direct and indirect types of bullying			
	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied			
Dreams and Goals	I can describe the dreams and goals of a young person in a culture different from mine			
	and can reflect on how these relate to my own			
Healthy Me	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures			
	I respect and value my body			
Relationships	I can explain how to stay safe when using technology to communicate with my friends			
	I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others			
Changing Me	I can describe how boys' and girls' bodies change during puberty			
	I can express how I feel about the changes that will happen to me during puberty			



## St Buryan Academy Progression Documents: Foundation Subjects

### Year 6

strand	objective	working towards	met	greater depth
Celebrating Difference	I can explain ways in which difference can be a source of conflict or a cause for celebration			
	and can show empathy with people in either situation			
Dreams and Goals	I can describe some ways in which I can work with other people to help make the world a better place			
	I can identify why I am motivated to do this			
Healthy Me	I can evaluate when alcohol is being used responsibly, antisocially or being misused			
	I can tell you how I feel about using alcohol when I am older and my reasons for this			
Relationships	I can recognise when people are trying to gain power or control			
	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control			
Changing Me	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born			
	and I recognise how I feel when I reflect on the development and birth of a baby			



**St Buryan Academy Primary School – Religious Education Skills Progression (Cornwall Agreed Syllabus 2020-25)**

**PART 1: GENERAL SKILLS PROGRESSION**

Progress in RE involves the application of general educational skills and processes in handling subject knowledge which, in turn, strengthens the skills and deepens understanding and knowledge.

Skill	Including abilities such as to be able to:	Pupils will be increasingly able to:		
		KS1	LKS2	UKS2
<b>Investigating</b>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>know how to use different types of sources to gather information</li> <li>know what may constitute evidence for understanding religions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about religion.</li> </ul>	<ul style="list-style-type: none"> <li>Ask increasingly deep and complex questions about religion.</li> <li>Use a widening range of sources to pursue answers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask increasingly deep and complex questions about religion.</li> <li>Use a widening range of sources to pursue answers.</li> <li>Begin to select and understand relevant sources to deal with religious and spiritual questions with insight and sensitivity.</li> </ul>
<b>Reflecting</b>	<ul style="list-style-type: none"> <li>reflect on religious beliefs and practices and ultimate questions</li> <li>reflect upon feelings, relationships, and experiences</li> <li>think and speak carefully about religious and spiritual topics.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> <li>Experience the use of silence and thoughtfulness in religion and life.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how action and atmosphere makes them feel.</li> <li>Experience the use of silence and thoughtfulness in religion and in life.</li> <li>Begin to take account of the meanings of experience and discern the depth of questions religion addresses.</li> </ul>
<b>Expressing</b>	<ul style="list-style-type: none"> <li>explain concepts, rituals and practices</li> <li>identify and articulate matters of conviction and concern, and respond to religious issues through a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> <li>Articulate their own reactions and ideas about religious questions and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what words and actions might mean to believers.</li> <li>Articulate their own reactions and ideas about religious questions and practices.</li> <li>Begin to clarify and analyse aspects of religion which they find valuable or interesting or negative.</li> </ul>
<b>Interpreting</b>	<ul style="list-style-type: none"> <li>draw meaning from artefacts, works of art, poetry and symbols</li> <li>interpret religious language</li> <li>suggest meanings of religious texts.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> <li>Use figures of speech or metaphors to discuss religious ideas creatively.</li> </ul>	<ul style="list-style-type: none"> <li>Say what an object means, or explain a symbol.</li> <li>Use figures of speech or metaphors to discuss religious ideas creatively.</li> <li>Begin to understand the diverse ways in which religious and spiritual experience can be interpreted.</li> </ul>



## PART 2: RE ELEMENTS SKILLS PROGRESSION

Element	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Making sense of beliefs</b> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/ sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b>Understanding the impact</b> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures</li> </ul>
<p><b>Making connections</b> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>