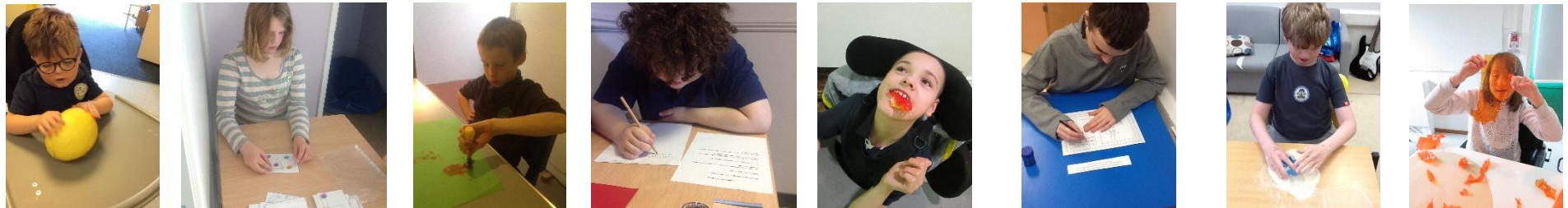




# Curriculum Progression of Skills



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## Introduction

### Why is skills-based learning important at Yeoman Park Academy?

- We strongly believe that our curriculum should be pupil led, relevant and meaningful to their individual needs.
- It is essential that our pupils also have opportunities to develop functional and independence skills.
- The curriculum is planned to provide continuity and progression.
- It enables pupils to make connections and transfer skills and to think creatively and solve problems.
- It also develops pupils' capacity to work independently and collaboratively.
- Our pupils very rarely follow a predictable developmental journey, their learning can be idiosyncratic and as such the teaching is reflective of this.
- Our pupils learn best when they have access to skills based teaching, where they learn skills which are relevant/appropriate to them, throughout their school week in different contexts, e.g. reading can be taught through going to the shops, following a recipe in cooking, it does not only have to be taught in a reading lesson.
- Our pupils do not learn well with compartmentalised learning where skills are taught in discrete subjects. They need lots of opportunities to learn and practice their skills in different contexts, repetition is key to their development.


### How to use this document


- The progression of skills is outlined for each curriculum area and the subjects within the curriculum area.
- They are intended to help you develop a child's learning and provide you with the next developmental step. Although please be mindful that their learning may not be following the predictable developmental steps and you may need to be flexible in your interpretation of the information.
- The documents used are referenced, so if you require further information around a particular skill, please refer to the named document.
- You will note that the Pre-formal and Lower Semi-formal stage for each curriculum area is virtually identical. This is because these children are developing their core skills at an experiential level.

## Where are our pupils in their development?

Assessment Frameworks															
Student Cognitive Age in Relation to Attainment Norms															
0-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	2-2.5 years	2.5-3 years	3-4 years	4-5 years	5-6 years	6-7 years	7-9 years	9-11 years	11-13 years	13-15 years
Curriculum Pathway															
Pre-formal Curriculum					Semi-formal Curriculum					Formal Curriculum					
Engagement Steps															
1 & 2	3	4	4	5	5/6	6	6								
Progression Steps															
				1	1	1	1/2	2	3	3/4	5/6	6/7	8	9	9/10
Early Steps															
0-11 months		0-11 8-20 months	8-20 months		8-20 16-26 months	16-26 22-36 months	22-36 months	30-50 months	30-50 40-60 months	ELG Exc. ELG	Exc. ELG				
					Pre-Key Stage Standards										
					1	1 & 2	2	3	3 & 4	5 & 6	6				
Autism Progress															
Level 1 & 2	Level 3	Level 4	Level 5	Level 6 & 7	Level 7 & 8	Level 8 & 9	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16-17	Level 17
Steps4Life															
Step 1 & 2	Step 3	Step 4		Step 5	Step 5 & 6	Step 6		Step 7		Entry 1	Entry 2	Entry 3	Level 1	Level 2	
P-levels & NC levels (reference only)															
P1i P1ii	P2i	P2ii	P3i	P3ii/P4	P4/P5	P5/P6	P6	P7	P8	NC1c NC1b	NC1a NC2c	NC2b NC2a NC3	NC3 NC4	NC5 NC6	NC6 NC7
Routes for Learning used to develop communication and cognition for learners working from 0-18months															

## My Communication

<b>Coordinators</b>	Jen Harris, Jessica Whitehouse, Rebecca Stevenson, Aaron Hughes	January 2021
<b>Pathway</b>	<b>Progression of Skills</b>	
<b>EYFS (Refer to Development Matters)</b>	<ul style="list-style-type: none"> <li>• Communication &amp; Language</li> <li>• Literacy</li> </ul>	
<p><b>Pre-formal (Engagement Step 1) to</b></p>  <p><b>Lower Semi-formal (Engagement Step 4)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Routes for Learning</li> <li>• EYFS Development Matters</li> <li>• AIM Awards Continuum</li> <li>• P-Level descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Encountering and experiencing a range of activities and experiences</li> <li>• Emerging awareness of activities and experiences</li> <li>• Exploring (from aided to independent) and developing engagement using all senses and giving a response (from reflex to intentional)</li> <li>• Showing periods of focusing their attention on people, events and objects (from emerging to consistent)</li> <li>• Begin to be proactive in their interactions</li> <li>• Communicate their recognition of familiar people, events and objects (e.g. through gesturing or vocalisation)</li> <li>• Begin to communicate intentionally</li> <li>• Using emerging conventional communication to show a preference, make a choice and greet known people</li> <li>• Starting to use alternative communication means to communicate wants and needs</li> <li>• Initiate actions to achieve desired result</li> <li>• Remembered learned responses over increasing periods of time leading to anticipating known events</li> <li>• Early problem solving, trying new strategies when the old one fails</li> <li>• Linking different skills together</li> <li>• Beginning to repeat, copy and imitate a limited amount of single words through signs, phrases, objects of references or symbols</li> <li>• Demonstrates an understanding of a limited number of single words</li> <li>• Begins to respond to simple one key word requests with support</li> <li>• Begins to listen and respond to familiar rhymes and stories for short periods of time</li> <li>• Shows an interest in books and rhymes and may indicate favourites.</li> <li>• Experiments with mark making beginning with whole arm movements</li> <li>• Beginning to develop fine motor skills e.g. palmer grip</li> </ul>	

Subject Specific Learners	Reading	Writing	Speaking	Listening
<p><b>Semi-formal (Engagement Steps 5 &amp; Progression Step 1 )</b></p>  <p><b>Formal (Progression Step 4+)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• <b>EYFS Development Matters</b></li> <li>• <b>MAPP2 Milestones</b></li> <li>• <b>EQUALS My Communication</b></li> <li>• <b>National Curriculum English Key Stage 1</b></li> <li>• <b>AIM Awards Continuum</b></li> <li>• <b>P-Level Descriptors (archived)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listens and responds to familiar rhymes and stories and has favourites.</li> <li>• Shows some understanding of how books work e.g. turning pages, developing into an understanding into the conventions of reading e.g. following text from left to right.</li> <li>• Derives meaning from a few familiar words, symbols and pictures.</li> <li>• Match objects to pictures and symbols.</li> <li>• Match letters and short words.</li> <li>• Knows their name is made up of letters.</li> <li>• Recognises at least half the letters of the alphabet by shape, name or sound.</li> <li>• Hears and says the initial sounds in words.</li> <li>• Segment and blend sounds in simple words.</li> <li>• Begins to recognise rhyme, alliteration and rhythm in spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Makes marks or symbols.</li> <li>• Attaches meaning to their marks e.g. their name or familiar words/images.</li> <li>• Develops pencil grip from palmer grasp towards pincer grip.</li> <li>• Overwrites or copies shapes or straight lines.</li> <li>• Demonstrates preferred hand while mark-making/writing.</li> <li>• Produces or writes their name in letters or symbols, progressing to correct use of lower- and upper-case letters.</li> <li>• Copy letter forms.</li> <li>• Groups letters together, leaving spaces as if writing words separately.</li> <li>• Can segment and blend letter sounds to write simple words.</li> <li>• Combines letters to form a few words correctly from memory or links symbols together.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats, copies and imitates between 10-50 single words, progressing to over 50, for communicating about objects, events and feelings through signs, phrases, objects of references or symbols.</li> <li>• Combines words, signs or symbols, increasing from two up to four, progressing from stating their wants and needs to discuss past, present or future events, ideas and stories.</li> <li>• Initiates and engages in short conversations e.g. by asking simple questions.</li> <li>• Participates in small group discussions and role play</li> <li>• Repairs misunderstood speech initially through repetition, progressing to change in tone or</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of at least 50 words.</li> <li>• Responds appropriately to requests/directions including a single key word building up to four key words.</li> <li>• Responds appropriately to 'who', 'what', and 'where' questions about familiar events/ experiences, progressing to 'why' or 'how' questions.</li> <li>• Developing an understanding of simple concepts (e.g. big and little)</li> <li>• Shows understanding of prepositions (e.g. under, on top)</li> <li>• Responds to questions from adults and peers.</li> <li>• Listens and responds to others in group situations e.g. turn taking.</li> <li>• Listens to and engages with stories for increasing periods of time.</li> </ul>


	<p>words, progressing to continuing a rhyming string.</p> <ul style="list-style-type: none"> <li>• Recognises or reads words and/or symbols (from a limited to an increasing amount, including simple sentences).</li> <li>• Makes predictions of elements in a familiar text e.g. missing words or simple upcoming events.</li> <li>• Knows information can be retrieved from texts.</li> <li>• Answer questions about main characters, settings and events from a story.</li> <li>• Retells a story in sequence in their chosen method of communication.</li> <li>• Enjoys an increasing range of texts.</li> </ul> <p><b>Formal Learners</b></p> <p><b>Reading-word reading:</b></p>	<ul style="list-style-type: none"> <li>• Aware that writing has a range of purposes.</li> <li>• Understands conventions of writing e.g. writing left to right.</li> <li>• Contributes to the creation of an original story.</li> </ul> <p><b>Formal Learners</b></p> <p><b>Writing-transcription:</b></p> <ul style="list-style-type: none"> <li>• Spell words correctly including: 40+ phonemes, common exception words, days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Use alternative spellings of the same sound.</li> <li>• Add prefixes and suffixes.</li> <li>• Apply simple spelling rules.</li> <li>• Write from memory simple dictated sentences.</li> </ul>	<p>intonation if using spoken language, or rephrasing or using other words, signs, or symbols to convey the message</p> <ul style="list-style-type: none"> <li>• Uses prepositions (e.g. in, on) and pronouns (e.g. my, it), progressing to using plurals, then possessives e.g. Johnny's.</li> <li>• Begins to use the conjunction 'and' correctly, moving towards using conjunctions that suggest cause</li> </ul> <p><b>Formal Learners</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Build an increasing vocabulary.</li> <li>• Expresses arguments and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently participates in role play.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to segment and blend sounds to decode words</li> <li>• Indicates that they know the correct sound to graphemes including alternative sounds for graphemes.</li> <li>• Read common exception words</li> <li>• Read words ending in -s, -es, -ing, -ed, -er and -est</li> <li>• Read words of more than one syllable</li> <li>• Read words with contractions</li> <li>• Read aloud text accurately according to their current phonics knowledge</li> <li>• Re-read books to increase fluency and confidence</li> </ul> <p><b>Reading-comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wider range of texts (poems, stories, non-fiction) beyond their independent reading level.</li> </ul>	<p><b>Writing-Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate correct writing posture and pencil grip.</li> <li>• Form lower-case letters, capital letters, and digits 0-9 correctly.</li> </ul> <p><b>Writing-composition:</b></p> <ul style="list-style-type: none"> <li>• Orally compose a sentence before writing it.</li> <li>• Sequence sentences to create a short narrative.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Discuss what they have written with others.</li> <li>• Communicate their writing to an audience.</li> </ul> <p><b>Writing-vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Joining words and clauses using 'and'.</li> <li>• Begins to punctuate sentences using a</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language to develop their understanding and express themselves for a range of purposes (e.g. descriptions, explanations, narratives, and feelings).</li> <li>• Actively participate in collaborative conversations, staying on topic, initiating and responding to comments.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Link texts to their own personal experiences.</li> <li>• Retell familiar stories (e.g. fairy/traditional tales)</li> <li>• Discuss specific characteristics of familiar stories.</li> <li>• Join in with predictable phrases in texts.</li> <li>• Recite some rhymes or poems by heart.</li> <li>• Engage in discussion around word meanings</li> <li>• Demonstrates the ability to self-correct while reading.</li> <li>• Discuss the title and events.</li> <li>• Make inferences and predictions using the text to support their ideas.</li> <li>• Contribute to group discussion around texts.</li> </ul>	<p>capital letter and a full stop, question mark, or exclamation mark.</p> <ul style="list-style-type: none"> <li>• Uses a capital letters appropriately for all proper nouns and personal pronoun 'I'.</li> </ul>		
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## My Thinking & Problem Solving

<b>Coordinators</b>	Derek Smitheman	January 2021
<b>Pathway</b>	<b>Progression of Skills</b>	
<b>EYFS (Refer to Development Matters)</b>	<ul style="list-style-type: none"> <li>• Understanding the World</li> <li>• Expressive Art &amp; Design</li> <li>• Mathematics</li> </ul>	
<p><b>Pre-formal (Engagement Step 1) to</b></p>  <p><b>Lower Semi-formal (Engagement Step 4)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Routes for Learning</li> <li>• EYFS Development Matters</li> <li>• AIM Awards Continuum</li> <li>• P-Level descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Encountering and experiencing a range of activities and experiences</li> <li>• Emerging awareness of activities and experiences</li> <li>• Exploring (from aided to independent) and developing engagement using all senses and giving a response (from reflex to intentional)</li> <li>• Begin to be proactive in their interactions</li> <li>• Begin to communicate intentionally</li> <li>• Using emerging conventional communication to show a preference and to make a choice</li> <li>• Starting to use alternative communication means to communicate wants and needs</li> <li>• Initiate actions to achieve desired result</li> <li>• Early problem solving, trying new strategies when the old one fails</li> <li>• Linking different skills together</li> </ul>	

Subject Specific Learners	Maths	Science
<p><b>Semi-formal (Engagement Steps 5 &amp; Progression Step 1)</b></p>  <p><b>Formal (Progression Step 4+)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• <b>EYFS Development Matters</b></li> <li>• <b>MAPP2 Milestones</b></li> <li>• <b>EQUALS My Thinking &amp; Problem Solving</b></li> <li>• <b>National Curriculum Mathematics Key Stage 1</b></li> <li>• <b>AIM Awards Continuum</b></li> <li>• <b>P-Level Descriptors (archived)</b></li> </ul>	<p><b>Using and Applying</b></p> <ul style="list-style-type: none"> <li>• Recognise there is a problem and seek assistance</li> <li>• Begins to measure and compare using non-standard units</li> <li>• Matching objects e.g. pair socks; shapes</li> <li>• Comparison between two objects</li> <li>• Making simple choices</li> <li>• Seek ways of solving a problem e.g. find a cloth to wipe up a spill</li> <li>• Sorting objects by applying a single criterion</li> <li>• Copying patterns and sequences</li> <li>• Exposure to mathematical language</li> <li>• Exposure to money through role play; understand exchange and cause and effect</li> <li>• Sequencing - anticipate and follow familiar activities; e.g. next chorus or action in a song</li> <li>• Now and next e.g. use of timetable</li> <li>• Simple problem solving e.g. 1:1 correspondence</li> <li>• Identify when an object is different and does not belong</li> <li>• Discuss simple repeating patterns</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Awareness of number and counting through rhymes, songs and games</li> <li>• Participate in number rhymes; say or sign at least one number from the rhyme</li> <li>• Create a linear pattern with objects – ready for counting</li> <li>• Can indicate one or two; or one and lots</li> <li>• Rote count to 5</li> <li>• Reliable counting to 3</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring materials and noticing results of a change or mix</li> <li>• Imitate actions of body parts to make sounds – clapping, stamping, tapping, singing</li> <li>• Cause movement by pushing and pulling</li> <li>• Anticipate a change via cause and effect</li> <li>• Respond to simple scientific questions (is it wet or dry?)</li> <li>• Recognise properties in specific objects and relating them to groups (birds have wings)</li> <li>• Sort materials when the contrast is obvious</li> <li>• Closely observe changes (heating and cooling)</li> <li>• Identify some appliances that use electricity</li> <li>• Identify the source of sound and light</li> <li>• Identify simple properties of light, sound and movement (bright, noisy/quiet, fast/slow)</li> <li>• Identify ways of changing light, sound or movement</li> <li>• Make simple records of their findings</li> <li>• Evaluating scientific investigation using what went well, what did we find out, and what can we change</li> <li>• Identifying equipment needed for an investigation and evaluating the results</li> <li>• Identify properties of common materials</li> </ul> <p><b>Formal Learners</b></p> <p>Working scientifically</p> <ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of ‘more’</li> <li>• Participate in rote counting to 10</li> <li>• Can count objects to 5, without omission or over counting</li> <li>• Awareness of numerals in the environment</li> <li>• Recognise numerals to 5 corresponding to objects</li> <li>• Demonstrate an understanding of less</li> <li>• Demonstrate an understanding of one more and one less</li> <li>• Understanding that the last number of the count is the amount of objects</li> <li>• Responds to the question “how many?”</li> <li>• Rote count beyond 10</li> <li>• Awareness of ordinal numbers to 3; understand first, next and last</li> <li>• Recognise numerals from 1 to 9</li> <li>• Estimating quantity by using a <i>sensible guess</i></li> <li>• Awareness of different ways of making 10</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Object permanence</li> <li>• Matching objects</li> <li>• Explore position of objects placing them ‘in’ and ‘out’ of a container</li> <li>• Look for items in their usual place</li> <li>• Look for items when not in their usual place</li> <li>• Compare two similarly sized objects</li> <li>• Understand and use simple positional language</li> <li>• Manipulate and sort 3D objects</li> <li>• Respond to positional language e.g. forwards and backwards</li> <li>• Select a shape by one given property</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and recording data to help in answering questions</li> </ul> <p>Relate these skills to:</p> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals including humans</li> <li>• Everyday materials</li> <li>• Seasonal change</li> <li>• Living things and their habitats</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use familiar words for size and quantity</li> <li>• Compare two objects by length and height</li> <li>• Awareness of time through days of week and events; or use of a visual timetable</li> <li>• Respond to simple mathematical vocabulary for shape</li> </ul> <p><b>Formal Learners</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Count to 100 forwards and backwards</li> <li>• Count read and write numerals to 100</li> <li>• Count multiples of 2s, 5s and 10s</li> <li>• Identify one more and one less</li> <li>• Read numbers to 20 in words</li> <li>• Use mathematical signs for add, subtract and equals</li> <li>• Knowing and understanding number bonds to 10</li> <li>• Solve single step missing box problems</li> <li>• Recognise and name half and quarter as <b>equal</b> parts</li> <li>• Count in 10s from any number</li> <li>• Recognise place value in a two-digit number (how many tens, ones)</li> <li>• Use less than, more than and equals signs</li> <li>• Read and write numbers to 100</li> <li>• Add and subtract numbers including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> <li>• Recognise odd and even numbers</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Use a multiplication square to solve multiplication and division problems</li> <li>• Recognise name and use halves, thirds and quarters</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare and describe length and height, mass and weight, capacity and volume, and time using words</li> <li>• Measure and begin to record the above</li> <li>• Recognise and know the value of all coins and notes</li> <li>• Sequence chronological events</li> <li>• Recognise language related to dates (days, weeks, months and years)</li> <li>• Tell time to hour and half hour using analogue clock</li> <li>• Choose and use appropriate units for length, weight, temperature and capacity</li> <li>• Recognise symbols for pounds and pence</li> <li>• Find different combinations of coins to make an amount</li> <li>• Compare and sequence intervals of time</li> <li>• Tell the time to 5 minutes</li> <li>• Know the number of minutes in an hour and hours in a day</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Recognise and name and 2D and 3D shapes</li> <li>• Describe position, direction and movement including whole, half and three-quarter turns</li> </ul>	
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My Thinking and Problem Solving Progression of Skills

	<ul style="list-style-type: none"><li>• Identify and describe properties of 2D shapes including symmetry</li><li>• Identify and describe properties of 3D shapes</li><li>• Identify 2D shapes on the surface of 3D shapes</li></ul>	
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My PSED

<b>Coordinators</b>	Lorraine Robinson & Jess Meads	January 2021
<b>Pathway</b>	<b>Progression of Skills</b>	
<b>EYFS (Refer to Development Matters)</b>	<ul style="list-style-type: none"> <li>• Understanding the World</li> <li>• PSED</li> <li>• Physical Development</li> </ul>	
<p><b>Pre-formal (Engagement Step 1) to</b></p>  <p><b>Lower Semi-formal (Engagement Step 4)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Routes for Learning</li> <li>• EYFS Development Matters</li> <li>• AIM Awards Continuum</li> <li>• P-Level descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Encountering and experiencing a range of activities and experiences</li> <li>• Emerging awareness of activities and experiences</li> <li>• Exploring (from aided to independent) and developing engagement using all senses and giving a response (from reflex to intentional)</li> <li>• Begin to be proactive in their interactions</li> <li>• Begin to communicate intentionally</li> <li>• Using emerging conventional communication to show a preference and to make a choice</li> <li>• Starting to use alternative communication means to communicate wants and needs</li> <li>• Initiate actions to achieve desired result</li> <li>• Early problem solving, trying new strategies when the old one fails</li> <li>• Linking different skills together</li> </ul>	





Subject Specific Learners	PE	PSHE Citizenship
<p><b>Semi-formal (Engagement Steps 5 &amp; Progression Step 1)</b></p>  <p><b>Formal (Progression Step 4+)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• <b>EYFS Development Matters</b></li> <li>• <b>MAPP2 Milestones</b></li> <li>• <b>EQUALS My PSED</b></li> <li>• <b>National Curriculum Programmes of study Key Stage 1</b></li> <li>• <b>AIM Awards Continuum</b></li> <li>• <b>P-Level Descriptors (archived)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils’ movement patterns are established, and they perform single actions (for example, rolling, running, jumping or splashing)</li> <li>• With support pupils begin to work in pairs and in small groups cooperatively</li> <li>• Awareness over time of the different shapes and movements that can be made with the body</li> <li>• Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills</li> <li>• Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy</li> <li>• Understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility (promote fitness and a healthy lifestyle)</li> <li>• Begin to participate in team games, developing simple tactics for attacking and defending and adhering to rules</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>• Express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols) and can show understanding of ‘yes’ and ‘no’.</li> <li>• Engage in parallel activity with several others</li> <li>• Begin to respond to the feelings of others</li> <li>• Combine two elements of communication to express their feelings, needs and choices</li> <li>• May show concern for others</li> <li>• Choose, initiate and follow through self-selected activities</li> <li>• Take part in work or play involving two or three others</li> <li>• Join in discussions by responding appropriately to simple questions about familiar events or experiences.</li> <li>• Understand the need for rules in games</li> <li>• Understand agreed codes of behaviour which help groups of people work together</li> <li>• Have a basic understanding of what is right and wrong in familiar situations.</li> <li>• Treat living things and their environment with care and concern.</li> <li>• Make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations</li> <li>• Join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences.</li> <li>• Take and share responsibility (e.g. for their own behaviour; by helping to make classroom rules and following them)</li> <li>• Pupils feel positive about themselves (e.g. by having their achievements recognised and by being given positive feedback about themselves)</li> </ul>

My PSED Progression of Skills

		<ul style="list-style-type: none"><li>• Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play)</li><li>• Meet and talk with people.</li><li>• Show considerations for social and moral dilemmas that they come across in everyday life (e.g. simple political issues, use of money, simple environmental issues)</li></ul>
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## My Creativity

<b>Coordinators</b>	Libby Kirby, Amy Metters-McIntyre	January 2021
<b>Pathway</b>	<b>Progression of Skills</b>	
<b>EYFS (Refer to Development Matters)</b>	<ul style="list-style-type: none"> <li>• Expressive Arts &amp; Design</li> <li>• Physical Development</li> </ul>	
<p><b>Pre-formal (Engagement Step 1) to</b></p>  <p><b>Lower Semi-formal (Engagement Step 4)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Routes for Learning</li> <li>• EYFS Development Matters</li> <li>• AIM Awards Continuum</li> <li>• P-Level descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Encountering and experiencing a range of activities and experiences</li> <li>• Emerging awareness of activities and experiences</li> <li>• Exploring (from aided to independent) and developing engagement using all senses and giving a response (from reflex to intentional)</li> <li>• Begin to be proactive in their interactions</li> <li>• Begin to communicate intentionally</li> <li>• Using emerging conventional communication to show a preference and to make a choice</li> <li>• Starting to use alternative communication means to communicate wants and needs</li> <li>• Initiate actions to achieve desired result</li> <li>• Early problem solving, trying new strategies when the old one fails</li> <li>• Linking different skills together</li> <li>• Encountering mark making and sensory exploration</li> <li>• Experiencing shape and space</li> <li>• Cooperate with a shared exploration and participation eg holding an ocean drum</li> <li>• Perform a simple action eg clapping or banging the drum</li> </ul>	

Subject Specific Learners	Art	Music	Drama- See My Communication	Dance- See My PSED (PE)	DT
<p><b>Semi-formal (Engagement Steps 5 &amp; Progression Step 1 )</b></p>  <p><b>Formal (Progression Step 4+)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• <b>EYFS Development Matters</b></li> <li>• <b>MAPP2 Milestones</b></li> <li>• <b>EQUALS My Creativity</b></li> <li>• <b>National Curriculum Programmes of study Key Stage 1</b></li> <li>• <b>AIM Awards Continuum</b></li> <li>• <b>P-Level Descriptors (archived)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To explore a variety of materials using sensory exploration and textures</li> <li>• Be aware of a process Developing an understanding of line and shape</li> <li>• To notice experiment with and begin to make marks</li> <li>• To use be able to use and show an interest in a variety of tools</li> <li>• To repeat an activity to get a similar effect</li> <li>• To work cooperatively to create</li> <li>• To make choices and develop knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create sounds and enjoy sounds</li> <li>• Join in with action songs and rhymes</li> <li>• Take part in simple musical performance</li> <li>• Can join in with group singing and dancing</li> <li>• To listen to and enjoy rhythmic patterns and tap out simple rhymes</li> <li>• Can make and communicate choices when performing</li> </ul>	<ul style="list-style-type: none"> <li>• Can be expressive through actions and sounds</li> <li>• Begin to use pretend objects in make believe</li> <li>• Develop expressive self</li> <li>• Use props in role play</li> <li>• Use stories in play</li> </ul>	<ul style="list-style-type: none"> <li>• Move whole body to sounds they enjoy</li> <li>• Imitate actions and movements</li> <li>• Begin to express feelings through movements</li> <li>• Combines movements to create a dance</li> <li>• Work with others to create a dance</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble components and use construction materials</li> <li>• Explore options from a range of materials.</li> <li>• Begin to use basic tools</li> <li>• Demonstrate preferences for products, materials and ingredients</li> <li>• Recognise familiar products and explore the different parts they are made from.</li> <li>• Begin to offer responses by suggesting colour, shape of a product for example</li> <li>• Operate and explore how</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise and name colours and explore how colour can be changed when mixed</li> <li>• Be able to make simple repeated patterns</li> <li>• To describe, compare and make textures</li> </ul> <p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Should consolidate their skills and share ideas to create</li> <li>• To use pencils, pastels and charcoals in work</li> <li>• Create patterns and textures in drawings from their own imagination</li> <li>• Develop a colour vocabulary</li> </ul>	<p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Experience and relate to tempo, dynamics and pitch</li> <li>• Create their own simple compositions, carefully selecting sounds</li> <li>• They have a simple repertoire of songs they know</li> </ul>	<p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Make music, sing songs and dance, thinking of ways to experiment and change them</li> <li>• Represent their own ideas thoughts and feelings through dance, music and role play</li> </ul>	<p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Make music, sing songs and dance thinking of ways to experiment and change them</li> <li>• Represent their own ideas thoughts and feelings through dance, music and role play</li> </ul>	<p>familiar products work.</p> <ul style="list-style-type: none"> <li>• Use basic tools and realise they can be used for a purpose.</li> <li>• Begin to communicate preferences in their designing and making.</li> </ul> <p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Explore familiar products and communicate views about them</li> <li>• Manipulate a wider range of basic tools in making activities.</li> <li>• Begin to contribute to decisions and communicate their ideas effectively.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explore colour and tone</li> <li>• Mix blend and use washing with colour</li> <li>• Select and source a variety of materials for collage</li> <li>• Use clay and other materials including printmaking</li> <li>• Explore a variety of media possibilities</li> </ul> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively</li> <li>• Use drawing, painting and sculpture to develop and share</li> <li>• Develop a wide range of art and design techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of instruments</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned 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</li> </ul>	<p><b>DRAMA- Equals progression</b></p> <ul style="list-style-type: none"> <li>• Begin to attend to the pretence – (experience the activity)</li> <li>• Respond to the pretence (imitating possibilities)</li> <li>• Initiate a response (carrying out a play action, e.g. sweeping)</li> <li>• Initiate a short play sequence (carrying out a routine task, e.g. washing up)</li> <li>• Sustain a simple sequence with others (e.g. cooking bangers and mash, one preparing sausages, the</li> </ul>	<p><b>DANCE – Equals Encountering</b></p> <ul style="list-style-type: none"> <li>• Enhanced awareness of dance elements</li> <li>• Focusing attention on a possible stimulus</li> <li>• Immediate reaction to a stimulus</li> <li>• Responding to questions on the movement objective</li> <li>• Imitating actions</li> <li>• Participating in the group</li> <li>• Responding to tone of voice / use of accompaniment to influence the atmosphere</li> <li>• Exploring / Discovering new possibilities by trying out actions and varying the</li> </ul>	<p>Pupils should be taught to</p> <p>Design</p> <ul style="list-style-type: none"> <li>• Purposeful functional and appealing products</li> <li>• Generate, develop, model and communicate their ideas through discussion and research</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>• Select and use from a range of tools</li> <li>• Select and use a wide range of components</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Explore and evaluate existing products</li> <li>• Evaluate their own ideas</li> <li>• Technical knowledge</li> </ul>
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	<ul style="list-style-type: none"> <li>Describe the differences and similarities</li> </ul>	<p>the inter-related dimensions of music.</p>	<p>other potato)</p> <ul style="list-style-type: none"> <li>Creating spontaneous play sequences within the make-believe</li> </ul>	<p>movement dynamics</p> <ul style="list-style-type: none"> <li>Imitating an action by the teacher or a peer</li> <li>Initiating movement ideas by varying the dynamics</li> <li>Sustaining attention through an ebb and flow of activity</li> <li>Persevering to try a new move</li> <li>Co-operating with others in partner / small group experiences</li> <li>Creating and consolidating, selecting and combining movements into sequences</li> <li>Improving the sequence to make it interesting through use of</li> </ul>	<ul style="list-style-type: none"> <li>Build structures and make stronger</li> <li>Explore and use mechanisms</li> <li>Cooking and nutrition</li> <li>Use basic principles of a healthy diet</li> <li>Understand where food comes from</li> </ul>
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				<p>contrasts, and to express the meaning to an audience</p> <ul style="list-style-type: none"> <li>• Collaborating and negotiating moves with peers</li> <li>• Deciding on a clear starting and finishing position</li> <li>• Synchronising moves with others</li> <li>• Fitting steps to musical accompaniment – live or pre-recorded</li> <li>• Practising movement sequences so they are fluent, controlled, poised and/or have elevation and transitions are smooth</li> <li>• Rehearsing sequences to synchronise</li> </ul>	
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The World About Me Progression of Skills


				<p>with accompaniment</p> <ul style="list-style-type: none"><li>• Creating characters and/or performing moves meaningfully to convey a narrative</li><li>• Sharing the dance with others – memorising moves accurately</li><li>• Recalling and commenting on what they and/or other dancers did (actions, basic structure)</li><li>• Describing how a dance was created (use of the body, dynamics, space and relationships)</li><li>• Describing how it made them feel</li></ul>	
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The World About Me Progression of Skills

				<ul style="list-style-type: none"><li>• Evaluating what impressed them</li><li>• Using movement vocabulary</li><li>• Behaving appropriately as audience: sitting quietly, applauding</li></ul>	
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## My World About Me

<b>Coordinators</b>	Zoe Clayton & Amy Machon	January 2021
<b>Pathway</b>	<b>Progression of Skills</b>	
<b>EYFS (Refer to Development Matters)</b>	<ul style="list-style-type: none"> <li>• Understanding the World</li> <li>• PSED</li> </ul>	
<p><b>Pre-formal (Engagement Step 1) to</b></p>  <p><b>Lower Semi-formal (Engagement Step 4)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Routes for Learning</li> <li>• EYFS Development Matters</li> <li>• AIM Awards Continuum</li> <li>• P-Level descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Encountering and experiencing a range of activities and experiences</li> <li>• Emerging awareness of activities and experiences</li> <li>• Exploring (from aided to independent) and developing engagement using all senses and giving a response (from reflex to intentional)</li> <li>• Begin to be proactive in their interactions</li> <li>• Begin to communicate intentionally</li> <li>• Using emerging conventional communication to show a preference and to make a choice</li> <li>• Starting to use alternative communication means to communicate wants and needs</li> <li>• Initiate actions to achieve desired result</li> <li>• Early problem solving, trying new strategies when the old one fails</li> <li>• Linking different skills together</li> </ul>	

Subject Specific Learners	Geography	History	RE
<p><b>Semi-formal (Engagement Steps 5 &amp; Progression Step 1)</b></p>  <p><b>Formal (Progression Step 4+)</b></p> <p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• EYFS Development Matters</li> <li>• MAPP2 Milestones</li> <li>• EQUALS The World About Me</li> <li>• National Curriculum Programmes of study Key Stage 1</li> <li>• AIM Awards Continuum</li> <li>• P-Level Descriptors (archived)</li> </ul>	<ul style="list-style-type: none"> <li>• Extending skills to help them explore the world (e.g. handling materials)</li> <li>• Knowing certain actions produce a predictable result</li> <li>• Know familiar places and people and what they are there for</li> <li>• Remembering where objects belong, noticing detailed features of objects in their environment)</li> <li>• Have a sense of place and direction, so can follow set routes around familiar places</li> <li>• Have a sense of own immediate family and relations</li> <li>• Have an awareness of significant differences and similarities between different places</li> <li>• Start to sort and classify objects in terms of simple characteristics</li> <li>• Understand the differences between the physical/natural and human/made features of a place</li> <li>• They can talk about things they have observed</li> <li>• Show what they think about different people and environments</li> <li>• Answer simple questions about places and people</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise themselves and others in recent pictures, link the passage of time e.g. recall a past event/experience</li> <li>• Begin to communicate about activities and events in the past</li> <li>• Recognise some obvious differences between the past and the present in their own lives</li> <li>• Have access to historical artefacts and may be able to identify them as being old</li> <li>• Listen to stories about people and events in the past and can communicate some differences about life in the past and now using simple phrases and statements.</li> <li>• Sort objects into old and new</li> <li>• Communicate the passage of time e.g. now/then, today/yesterday</li> <li>• Recall events from their own past and some historical events with prompts</li> <li>• Answer simple questions about historical stories and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the feelings of others (e.g. laughing when someone else laughs)</li> <li>• May show an appreciation of stillness and quietness</li> <li>• Answer simple questions about familiar religious events or experiences and communicate simple meanings</li> <li>• Respond to a variety of new religious experiences (e.g. involving music, drama, colour, lights, food, or tactile objects)</li> <li>• May engage in moments of individual reflection</li> <li>• Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals</li> <li>• Carry out ritualised actions in familiar circumstances</li> <li>• Show concern and sympathy for others in distress</li> <li>• Start to be aware of their own influence on events and other people.</li> <li>• Listen to and follow religious stories</li> <li>• Communicate their ideas about religion, life events and experiences in simple phrases</li> </ul>

	<ul style="list-style-type: none"> <li>• Remember key features about a place and record these using models or symbols</li> <li>• Awareness of their role in the environment and how they can care for it</li> <li>• They can comment and talk about the world</li> <li>• Show an interest in the lives of people who are familiar to them</li> <li>• Show an interest in different ways of life</li> <li>• Recognise the features of places e.g. they can identify buildings and their use</li> <li>• Use simple geographical language to communicate about various locations, functions and roles</li> <li>• Recognise simple symbols or representations on maps and plans</li> <li>• Some understanding of environmental awareness and how it relates to them</li> <li>• Express their views on features of the environment which they find attractive or unattractive.</li> </ul>	<p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• They should know where people and events they study fit within a chronological framework</li> <li>• Identify similarities and differences between ways of life in different periods</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory.</li> <li>• Events beyond living memory that are significant nationally or globally e.g. Great Fire of London, first aeroplane flight.</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements e.g. Queen Victoria, Rosa Parks, Florence Nightingale.</li> <li>• Significant historical events, people and places in their locality</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong</li> <li>• Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses</li> <li>• May communicate their feelings about what is special to them</li> <li>• Begin to understand that other people have needs and to respect these</li> <li>• Make purposeful relationships with others in group activity.</li> <li>• Listen attentively to religious stories or to people talking about religion</li> <li>• Begin to understand that religious and other stories carry moral and religious meaning</li> <li>• Are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories</li> <li>• Communicate simple facts about religion and important people in religions</li> </ul>
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	<p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge about the world, the UK and their locality</li> <li>• Understand basic geographical vocabulary relating to human and physical geography</li> <li>• Begin to use geographical skills e.g observations</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>Locational knowledge</b> (continents and oceans, name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas)</li> <li>• <b>Place knowledge</b> (understand geographical similarities and differences through studying a small area of the UK and a small area in a contrasting non-European country)</li> <li>• <b>Human and physical geography</b> (identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas around the world)</li> <li>• <b>Use basic geographical vocab –</b> Key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to realise the significance of religious artefacts, symbols and places</li> <li>• Reflect on what makes them happy, sad, excited or lonely</li> <li>• Demonstrate a basic understanding of what is right and wrong in familiar situations</li> <li>• Often sensitive to the needs and feelings of others and show respect for themselves and others</li> <li>• Treat living things and their environment with care and concern.</li> </ul> <p><b>Formal Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Learning About Religion</b> pupils develop their knowledge, skills and understanding with reference to:             <ul style="list-style-type: none"> <li>○ beliefs, teachings and sources</li> <li>○ practices and ways of life</li> <li>○ forms of expression.</li> </ul> </li> <li>• <b>Learning from Religion</b> pupils, in the light of their learning about religion, express their</li> </ul>
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	<p>Key human features (city, town, village, factory, farm, house, office, port, harbour, shop)</p> <ul style="list-style-type: none"><li>• <b>Geographical skills and fieldwork</b> (use maps, atlases, globes to find the UK and continents and oceans, use simple compass directions, use aerial photos and plans, draw simple maps, use simple fieldwork and observational skills to study the geography of the school and its grounds)</li></ul>		<p>responses and insights regarding questions and issues about:</p> <ul style="list-style-type: none"><li>○ identity and belonging</li><li>○ meaning, purpose and truth</li><li>○ values and commitments.</li></ul>
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