

Cheapside Primary School – Subject Progression Grids

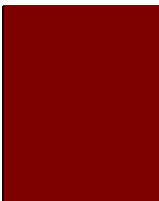
Science Skills:

Strands	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
Ideas and evidence	<p><u>ELGs:</u> <u>Understanding the World:</u></p> <p>1. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>2. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>3. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<ol style="list-style-type: none"> 1. They recognise why it is important to collect data to answer questions 	<ol style="list-style-type: none"> 1. Pupils recognise that scientific ideas are based on evidence 2. Pupils describe how experimental evidence and creative thinking have been combined to provide a scientific explanation <i>for example, Jenner's work on vaccination at Key Stage 2, Lavoisier's work on burning at key stage 3.</i>
Planning		<ol style="list-style-type: none"> 1. Pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. 2. They use simple texts, with help, to find information. 	<ol style="list-style-type: none"> 1. Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. 2. They use simple texts to find information. 3. Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. 	<ol style="list-style-type: none"> 1. In their own investigative work, they decide on an appropriate approach <i>for example, using a fair test</i> to answer a question. 2. Where appropriate, they describe, or show in the way they perform their task, how to vary one factor while keeping others the same. 3. Where appropriate, they make predictions. They select information from sources provided for them 4. When they try to answer a scientific question, they identify an appropriate approach. 5. They select from a range of sources of information. 6. When the investigation involves a fair test, they identify key factors to be considered. 7. Where appropriate, they make predictions based on their scientific knowledge and understanding.
Carrying out		<ol style="list-style-type: none"> 1. They use simple equipment provided and make observations related to their task. 2. They observe and compare objects, living things and events. 	<ol style="list-style-type: none"> 1. They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment 	<ol style="list-style-type: none"> 1. They select suitable equipment and make a series of observations and measurements that are adequate for the task 2. They select apparatus for a range of tasks and plan to use it effectively. 3. They make a series of observations, comparisons or measurements with precision appropriate to the task.
Interpreting and evaluating		<ol style="list-style-type: none"> 1. They say whether what happened was what they expected 	<ol style="list-style-type: none"> 1. They provide explanations for observations and for simple patterns in recorded measurements. 2. They suggest improvements in their work. 	<ol style="list-style-type: none"> 1. They use their graphs to point out and interpret patterns in their data. 2. They begin to relate their conclusions to these patterns and to scientific knowledge and understanding. 3. They suggest improvements in their work, giving reasons. 4. They begin to repeat observations and measurements and to offer simple explanations for any differences they encounter. 5. They draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding. 6. They make practical suggestions about how their working methods could be improved.
Recording and presenting data		<ol style="list-style-type: none"> 1. Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways <i>for example, talking about their work, through drawings, simple charts</i> 2. They describe their observations using scientific vocabulary and record them, using simple tables when appropriate 	<ol style="list-style-type: none"> 1. They record their observations in a variety of ways. 2. They communicate in a scientific way what they have found out. 	<ol style="list-style-type: none"> 1. They record their observations, comparisons and measurements using tables and bar charts. 2. They begin to plot points to form simple graphs. 3. They begin to communicate their conclusions with appropriate scientific language. 4. They record observations and measurements systematically and, where appropriate, present data as line graphs. 5. They use appropriate scientific language and conventions to communicate quantitative and qualitative data.

Computing Skills: Exchanging and Sharing Information:

Strands	By the end of Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Extract from Attainment Target		<ol style="list-style-type: none"> Share ideas using text, images and sounds. Generate, amend and record work. Share ideas in diff. forms including text, tables, images and sound. 	<ol style="list-style-type: none"> Generate, develop, organise and present work. Share and exchange ideas with others. 	<ol style="list-style-type: none"> Present information in different forms. Show an awareness of intended audience. Show the need for quality in presentations. Exchange info. & ideas with others in a variety of ways including email. Structure, refine and present information in different forms and styles for specific purpose and audiences. Exchange info. & ideas with others in a variety of ways including email.
Text & Multimedia	<p><u>ELGs:</u> <u>Technology:</u></p> <ol style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ol style="list-style-type: none"> Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. Generate own work, (with help with multimedia) combining text, graphics and sound. Save and retrieve and edit work. 	<ol style="list-style-type: none"> Record & present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for presentations which include hyperlinks. Begin to show awareness of audience and seek feedback. 	<ol style="list-style-type: none"> Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience. Multimedia work shows restrained use of effects that help to convey meaning rather than impress. Independently create an interactive presentation, with hyperlinks, using resources they have created or found. Make independent choices about the best media to use and consider the needs of their audiences and the impact their presentation will have. Finished presentation demonstrates an understanding of good design principles.
Digital Image		<ol style="list-style-type: none"> Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. Use a range of tools to create / modify a picture to communicate an idea. Create a simple animation to tell a story. 	<ol style="list-style-type: none"> Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. Make a short film / animation from images (still and / or moving) that they have sourced, captured or created. 	<ol style="list-style-type: none"> Use images they have sourced / captured / manipulated as part of a bigger project. Add special effects, transitions, titles etc. to their films / animations as appropriate, considering the effect on the viewer. Independently select, use and evaluate ICT applications to locate, generate, amend and combine digital images / movies from different sources for a specific audiences or tasks. Finished presentation shows an understanding of style appropriate to the tasks / audiences.
Sound and Music		<ol style="list-style-type: none"> Chose suitable sounds from a bank to express ideas. Record short speech. Compose music from icons. Produce a simple presentation incorporating captured or created sounds. 	<ol style="list-style-type: none"> Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. Create multiple track compositions that contain a variety of sounds 	<ol style="list-style-type: none"> Create and share more sophisticated podcasts and consider the effect on the audience. Use ICT to compose appropriate music for podcasts and evaluate its impact. Manipulate music and sounds to enhance presentations / films / images / photos relevant to audiences and purpose. Examples will include compositions from music software which include multiple voices mixed on multiple tracks as well as sound captured or sourced independently and edited and mixed using a variety of tools and techniques.
Electronic Communication		<ol style="list-style-type: none"> Contribute ideas to a class email to another class / school etc. 	<ol style="list-style-type: none"> Share ICT work they have done electronically by email, VLE, or 	<ol style="list-style-type: none"> Create, send and reply to emails, making use of an address book and sending attachments. Participate in video conferencing as a group, appreciating the need to abide by certain rules.

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2. Work collaboratively by email to share and request information of another class or story character.
3. Begin to understand the need to abide by school e-safety rules.

2. Abide by school rules for e-safety.

uploading to authorised sites. Where possible seek and respond to feedback.

3. Understand the need for e-safety rules and abide by them both in and out of school.
4. Independently engage in electronic communication (email, VLE, video conferencing, web logs, etc) in the course of work.
5. Identify when such technology is helpful and comment on effectiveness, advantages and disadvantages of it.
6. Understand the implications for e-safety and use the rules learned and developed, at all times.

Computing Skills: Finding Things Out:

Strands	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
Extract from Attainment Target		<ol style="list-style-type: none"> Explore information from various sources. Show they know information exists in different forms. Organise and classify information Present their findings. Enter, save and retrieve work 	<ul style="list-style-type: none"> Save, find and use appropriate information. Follow straight forward lines of enquiry 	<ol style="list-style-type: none"> Understand the need for care in framing questions when collecting, finding and interrogating information. Interpret their findings Question plausibility. Recognise that poor-quality information leads to unreliable results. Add to, amend and combine different forms of information from a variety of sources. Select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing.
Research (internet & CD ROM)	<p><u>ELGs:</u> <u>Technology:</u></p> <ol style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use 	<ol style="list-style-type: none"> As a class explore information from a variety of sources Show an awareness of different forms of information Use a search engine to find specific relevant information to use in a presentation for a topic. Save and retrieve their work. 	<ol style="list-style-type: none"> Ask own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Use the information or resources they have found. Talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. 	<ol style="list-style-type: none"> Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. Show an understanding that not all information on the internet is accurate. Develop a growing awareness of how to stay safe when using the internet (in school and at home) and abide by the school's internet safety policy. Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. Use appropriate methods to validate information and check for bias and accuracy. Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.

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Handling Information (Database and graphing)

technology for particular purposes.

1. As a class or individually with support, use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence
2. Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.
3. Enter information into a simple branching database, database or word processor and use it to answer questions.
4. Save, retrieve and edit their work.

1. Use a simple database (the structure set up for them) to enter and save and save information on a given subject.
2. Follow straight forward lines of enquiry to search their data for their own purposes.
3. Talk about their experiences of using ICT to process data compared with other methods.

1. Work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions.
2. Enter information and interrogate it (by searching, sorting, graphing etc).
3. Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.
4. Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.
5. The need for accuracy is demonstrated and strategies for spotting implausible data are evident.
6. Be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases).

Computing Skills: Developing ideas and making things happen:

Strands	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
Extract from Attainment Target		<ol style="list-style-type: none"> 1. Recognise that many everyday devices respond to signals and instructions 2. Make choices when using such devices to produce different outcomes 3. Plan and give instructions to make things happen. Describe the effects. Explore what happens in real and imaginary situations. 	<ol style="list-style-type: none"> 1. Use sequences of instructions to control devices and achieve specific outcomes. 2. Make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems 	<ol style="list-style-type: none"> 1. Use ICT systems to control events in a predetermined manner. Sense physical data. 2. Use models and simulations to explore patterns and relationships. Make predictions about the consequences of decisions. 3. Create sequences of instructions to control events. 4. Understand the need to be precise when framing and sequencing instructions. 5. Understand how ICT devices with sensors can be used to monitor and measure external events. 6. Explore the effects of changing the variables in an ICT-based model.
Logo & Control (Control links to D+T)	<p><u>ELGs:</u> <u>Technology:</u></p> <p>1. Children recognise that a range of technology is used in places such as homes and schools.</p>	<ol style="list-style-type: none"> 1. Control simple everyday devices to make them produce different outcomes. 3. Control a device, on and off screen, making predictions about the effect their programming will have. 4. Can plan ahead. 	<ol style="list-style-type: none"> 1. Able to type a short sequence of instructions and to plan ahead when programming devices on and off screen. 	<ol style="list-style-type: none"> 1. Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify. 2. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming. 3. Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). 4. Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.
Modelling and Simulations	<p>2. They select and use technology for particular purposes.</p>	<ol style="list-style-type: none"> 1. Make simple choices to control a simple simulation program. 2. Able to play an adventure game and use a simple simulation, making choices and observing the results. 3. Conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible. 	<ol style="list-style-type: none"> 1. Use models and simulations to find things out and solve problems. 2. Recognise that simulations are useful in widening experience beyond the classroom. 3. Make simple use of a spreadsheet to store data and produce graphs. 	<ol style="list-style-type: none"> 1. Set up and use a spreadsheet model to explore patterns and relationships. 2. Make predictions. 3. Know how to enter simple formulae to assist this process. 4. Set up and use own spreadsheet, which contains formulae to investigate mathematical models. 5. Ask "what if ..." questions and change variable in their model. 6. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. 7. Relate use of spreadsheets to model situations to the wider world.
Data Logging (links to Science and Maths)			<ol style="list-style-type: none"> 1. Begin to use a data logger to sense physical data (sound, light, temperature). 	<ol style="list-style-type: none"> 1. Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings. 2. Interpret the results and use these in their investigations. 3. Realise the advantages of using ICT to collect data that might otherwise be problematic. 4. Children are able to identify their own opportunities for data logging and carry out their own experiments. 5. Check and question results and be able to spot trends in data and identify when problems may have occurred.

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Geography Skills:

Strands	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
1. Geographical Enquiry and Skills	<p>ELGs: <u>The World:</u></p> <p>1. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>2. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>3. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ol style="list-style-type: none"> 1. They use resources, and their own observations, to ask and respond to questions about places and environments. 2. They carry out simple tasks and select inform information from resources. 3. They use this info and their own observations to help them ask and respond to questions about places and environments. 4. They begin to use appropriate geographical vocabulary. 	<ol style="list-style-type: none"> 1. They offer reasons for some of their observations, and for their views and judgements. 2. They use skills and sources of evidence to respond to a range of geographical questions. 3. They begin to use appropriate geographical vocabulary to communicate their findings. 	<ol style="list-style-type: none"> 1. They use their knowledge and understanding to suggest suitable questions and use a range of skills to investigate places and environments; 2. They use primary and secondary sources and use appropriate vocabulary to communicate their findings. 3. Pupils explain their own views and begin to suggest relevant geographical questions and issues; 4. They use their knowledge and understanding to select the appropriate skills for investigating places and environments; 5. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.
2. Knowledge and Understanding of Places		<ol style="list-style-type: none"> 1. Pupils show their knowledge, skills and understanding in studies at a local scale 2. Pupils show their knowledge, skills and understanding in studies at a local scale. 3. They show an awareness of places beyond their own locality 	<ol style="list-style-type: none"> 1. Pupils show their knowledge, skills and understanding in studies at a local scale. 2. They are aware that different places may have both similar and different characteristics. 	<ol style="list-style-type: none"> 1. Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. 2. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places 3. Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. 4. They recognise some of the links and relationships that make places dependent on each other.
3. Knowledge and Understanding of Patterns and Processes		<ol style="list-style-type: none"> 1. They recognise and make observations about physical and human features of localities 2. They describe physical and human features of places and; 3. recognise and make observations about those features that give places their character. 	<ol style="list-style-type: none"> 1. They describe and compare the physical and human features of different localities and; 2. Offer explanations for the location of some of those features. 	<ol style="list-style-type: none"> 1. They recognise and describe physical and human processes. 2. They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. 3. They describe and begin to explain geographical patterns and physical and human processes. 4. They describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there.
4. Knowledge and Understanding of Environmental Change		<ol style="list-style-type: none"> 1. They express their views on features of the environment of a locality. 2. They express views on the environment of a locality and; 3. recognise how people affect the environment 	<ol style="list-style-type: none"> 1. They recognise how people seek to improve and sustain environments. 	<ol style="list-style-type: none"> 1. They understand how people can both improve and damage the environment. 2. They explain their own views and the views that others hold about an environmental change 3. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. 4. They recognise how people try to manage environments sustainably.

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History Skills:

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	<u>ELGs:</u> <u>Listening and Attention</u> 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Develop an awareness of the past 2. Use common words and phrases relating to the passing of time 3. Know where all people/events studied fit into a chronological framework 4. Identify similarities / differences between periods	1. Continue to develop chronologically secure knowledge of history 2. Establish clear narratives within and across periods studied 3. Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant		1. Use a wide vocabulary of everyday historical terms	1. Develop the appropriate use of historical terms	1. Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas		1. Ask and answer questions * 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	1. Pursue historically valid enquiries * including some they have framed 2. Understand how different types of sources are used rigorously to make historical claims 3. Create relevant, structured and evidentially supported accounts
4. Interpretations of history		1. Identify different ways in which the past is represented	1. Understand that different versions of the past may exist, giving some reasons for this	1. Discern how and why contrasting arguments and interpretations of the past have been constructed
• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	<u>ELGs:</u> <u>People and Communities</u> 1. Children talk about past and present events in their own lives and in the lives of family members. 2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.	1. Identify similarities / differences between ways of life at different times	1. Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence		1. Recognise why people did things, why events happened and what happened as a result	1. Identify and give reasons for, results of, historical events, situations, changes	1. Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)		1. Make simple observations about different types of people, events, beliefs within a society	1. Describe social, cultural, religious and ethnic diversity in Britain & the wider world	1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people		1. Talk about who was important e.g. in a simple historical account	1. Identify historically significant people and events in situations	1. Consider / explain the significance of events, people and developments in their context and in the present day

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Art Skills:

Strands	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
Exploring and developing ideas (ongoing)	<p><u>ELGs:</u></p> <p>1. Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>4. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ol style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures 	<ol style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ol style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
Evaluating and developing work (ongoing)		<ol style="list-style-type: none"> Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work in sketchbook 	<ol style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further 	<ol style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further
Drawing		<ol style="list-style-type: none"> Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour. 	<ol style="list-style-type: none"> Make informed choices in drawing inc paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture 	<ol style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work Develop ideas using different or mixed media, using a sketchbook Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape
Painting		<ol style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust Mix a range of secondary colours, shades and tones Experiment with tools and techniques inc layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects 	<ol style="list-style-type: none"> Make and match colours with increasing accuracy Use more specific colour language e.g. tint, tone, shade, hue Chose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process 	<ol style="list-style-type: none"> Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources inc those researched independently Show an awareness of how paintings are created (composition)

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Art Skills:

	By the end of FS	By the end of Year 2	By the end of Year 4	By the end of Year 6
Printing	<p><u>ELGs:</u> 2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 3. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 4. They represent their own ideas, thoughts and</p>	<ol style="list-style-type: none"> 1. Make marks in print with a variety of objects including natural and made objects 2. Carry out different printing techniques e.g. mono print, block, relief and resist printing 3. Make rubbings 4. Build a repeating pattern and recognise pattern in the environment 5. Use a variety of techniques inc carbon printing, relief, press and fabric printing and rubbings 6. Design patterns of increasing complexity and repetition 7. Print using a variety of materials, objects and techniques 	<ol style="list-style-type: none"> 1. Print using a variety of materials, objects, and techniques including layering 2. Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing 3. Research, create and refine a print using a variety of techniques 4. Select broadly the kinds of material to print with in order to get the effect they want 5. Resist printing including marbling, silkscreen and coldwater paste 	<ol style="list-style-type: none"> 1. Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing 2. Chose the printing method appropriate to task 3. Build up layers and colours/textures 4. Organise their work in terms of pattern, repetition, symmetry, or random printing styles 5. Chose inks and overlay colours 6. Describe varied techniques 7. Be familiar with layering prints 8. Be confident with printing on paper and fabric 9. Alter and modify work 10. Work relatively independently
Textiles/Collage		<ol style="list-style-type: none"> 1. How to thread a needle, cut, glue and trim material 2. Create images from imagination, experience or observation 3. Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc 4. Use a variety of techniques inc weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery 5. Create textured collages from a variety of media 6. Make a simple mosaic 7. Stitch, knot and use other manipulative skills 	<ol style="list-style-type: none"> 1. Use a variety of techniques inc printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué 2. Name the tools and materials they have used 3. Develop skills in stitching, cutting and joining 4. Experiment with a range of media eg overlapping, layering etc 5. Match the tool to the material 6. Combine skills more readily 7. Choose collage or textiles as a means of extending work already achieved 8. Refine and alter ideas and explain choices using art vocabulary 9. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 10. Experiment with paste resist 	<ol style="list-style-type: none"> 1. Join fabrics in different ways, including stitching 2. Use different grades and uses of threads and needles 3. Extend their work within a specified techniques 4. Use a range of media to create collage 5. Experiment with using batik safely 6. Awareness of the potential of the uses of material 7. Use different techniques, colours, and textures etc when designing and making pieces of work 8. To be expressive and analytical to adapt, extend and justify their work

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3D form	feelings through design and technology, art, music, dance, role play and stories.	<ol style="list-style-type: none"> 1. Manipulate clay in a variety of ways eg rolling, kneading, and shaping 2. Explore sculpture with a range of malleable media, especially clay 3. Experiment with, construct and join recycled, natural and man made materials 4. Explore shape and form 5. Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models 6. Build a textured relief tile 7. Understand the safety and basic care of materials and tools 8. Experiment with, construct and join recycled, natural and man-made materials more confidently 	<ol style="list-style-type: none"> 1. Join clay adequately and work reasonably independently 2. Construct a simple clay base for extending and modelling other shapes 3. Cut and join wood safely and effectively 4. Make a simple papier-mache object 5. Plan, design and make models 6. Make informed choices about the 3D technique chosen 7. Show an understanding of shape, space and form 8. Talk about their work understanding that it has been sculpted, modelled or constructed 9. Use a variety of materials 	<ol style="list-style-type: none"> 1. Describe the different qualities involved in modelling, sculpture and construction 2. Use recycled, natural and man made materials to create sculpture 3. Plan a sculpture through drawing and other preparatory work 4. Develop skills in using clay inc slabs, coils, slips etc 5. Make a mould and use plaster safely 6. Create sculpture and constructions with increasing independence
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Design Technology Skills:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Developing, planning and communicating ideas	<p><u>ELGs:</u></p> <p><u>Self Confidence and Self Awareness:</u></p> <ol style="list-style-type: none"> 1. Children are confident to try new activities. 2. They can say why they like some activities more than others. 3. They are confident to speak in a familiar group. 4. They will talk about their ideas. 5. They will choose the resources they need for their chosen activities. 6. They say when they do or don't need help. <p><u>Understanding the World:</u></p> <ol style="list-style-type: none"> 1. Children recognise that a range of technology is used in places such as homes and schools. 2. They select and use technology for particular purposes. <p><u>Expressive Arts and Design:</u></p> <ol style="list-style-type: none"> 1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 	<ol style="list-style-type: none"> 1. To draw on their own experience to help generate ideas 2. To suggest ideas and explain what they are going to do 3. To identify a target group for what they intend to design and make 4. Generate ideas by drawing on their own and other people's experiences 5. To develop their design ideas through discussion, observation, drawing and modelling 6. To identify a purpose for what they intend to design and make 	<ol style="list-style-type: none"> 1. To generate ideas for an item, considering its purpose and user/s 2. How to generate ideas, considering the purposes for which they are designing 3. To identify a purpose and establish criteria for a successful product 4. To make labelled drawings from different views showing specific features 5. To plan the order of their work before starting 6. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail 	<ol style="list-style-type: none"> 1. To generate ideas through brainstorming and identify a purpose for their product 2. To communicate their ideas through detailed labelled drawings 3. To draw up a specification for their design 4. To develop a design specification 5. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail 6. To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways 7. To plan the order of their work, choosing appropriate materials, tools and techniques
	Working with tools, equipment, materials and components to make quality products.	<ol style="list-style-type: none"> 2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ol style="list-style-type: none"> 1. To model their ideas in card and paper 2. To develop their design ideas applying findings from their earlier research 3. To make their design using appropriate techniques 4. With help, measure, mark out, cut and shape a range of materials 5. To identify simple design criteria 6. To make simple drawings and label parts 7. Begin to select tools and materials; use vocabulary to name and describe them 8. To measure, cut and score with some accuracy 	<ol style="list-style-type: none"> 1. To explore, develop and communicate design proposals by modelling ideas 2. To evaluate products and identify criteria that can be used for their own designs 3. To use results of investigations, information sources, including ICT when developing design ideas 4. To select appropriate tools and techniques for making their product 5. To select appropriate materials, tools and techniques 6. To make drawings with labels when designing 7. To select tools and techniques for making their product 8. Measure, mark out, cut, score and assemble components with more accuracy

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Music Skills:

Strands	By the end of Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Singing songs with control and using the voice expressively.	<p>ELGs:</p> <p><u>Expressive Arts and Design:</u></p> <ol style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. 	<ol style="list-style-type: none"> To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers. 	<ol style="list-style-type: none"> Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.' 	<ol style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
Listening, Memory and Movement.	<ol style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ol style="list-style-type: none"> Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features. 	<ol style="list-style-type: none"> Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. 	<ol style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<p><u>Physical Development:</u></p> <ol style="list-style-type: none"> Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space. 	<ol style="list-style-type: none"> Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ol style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). 	<ol style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.
Exploring sounds, melody and accompaniment.	<ol style="list-style-type: none"> They handle equipment and tools effectively, including pencils for writing. 	<ol style="list-style-type: none"> To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli 	<ol style="list-style-type: none"> Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds 	<ol style="list-style-type: none"> Skills development for this element are to be found within 'Control of instruments' and 'Composition'
Control of instrument	<p><u>Personal, Social and Emotional Development:</u></p> <ol style="list-style-type: none"> Children play co-operatively, taking turns with others. 	<ol style="list-style-type: none"> Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments 	<ol style="list-style-type: none"> Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. 	<ol style="list-style-type: none"> Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds
Composition	<ol style="list-style-type: none"> They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children 	<ol style="list-style-type: none"> Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'. 	<ol style="list-style-type: none"> Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups. 	<ol style="list-style-type: none"> Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation		<ol style="list-style-type: none"> Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation. 	<ol style="list-style-type: none"> Record their own ideas. Make their own symbols as part of a class score. 	<ol style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support.
Performance skills		<ol style="list-style-type: none"> Perform together and follow instructions that combine the musical elements. 	<ol style="list-style-type: none"> Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts. 	<ol style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising		<ol style="list-style-type: none"> Choose sounds and instruments carefully and make improvements to their own and others' work. 	<ol style="list-style-type: none"> Recognise how music can reflect different intentions. 	<ol style="list-style-type: none"> Improve their work through analysis, evaluation and comparison.

Physical Education Skills:

By the end of Foundation Stage: ELGs

- Children show good control and co-ordination in large and small movements.
- Children move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Physical Education: Progression in Gymnastics:

	By end of Year 2		By end of Year 4		By end of Year 6	
Acquiring and developing skills	explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction	remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently	perform actions, shapes and balances consistently and fluently in specific activities	combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and compositional ideas	copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts	choose, use and vary simple compositional ideas in the sequences they create and perform	improve their ability to select appropriate actions and use simple compositional ideas	create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction	choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations	develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	know how to carry and place equipment recognise how their body feels when still and when exercising	recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely	recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength	describe how the body reacts during different types of activity and how this affects the way they perform	know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health	understand why warming up and cooling down are important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively
Evaluating and improving performance	watch, copy and describe what they and others have done	improve their work using information they have gained by watching, listening and investigating	describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	choose and use information and basic criteria to evaluate their own and others' work	evaluate their own and others' work suggest ways of making improvements
Computing	Use of digital cameras, video recorders to record and evaluate performance					

Physical Education: Progression in Games:

	By end of Year 2		By end of Year 4		By end of Year 6	
Acquiring and developing skills	be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing	improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills	consolidate and improve the quality of their techniques and their ability to link movements ·develop the range and consistency of their skills in all games	·develop the range and consistency of their skills in all games	develop a broader range of techniques and skills for attacking and defending develop consistency in their skills	choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	choose and use skills effectively for particular games	choose, use and vary simple tactics	improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games	devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations	know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities	understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	know that being active is good for them and fun	recognise and describe what their bodies feel like during different types of activity	know and describe the short term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up	recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies	know and understand the basic principles of warming up, and understand why it is important for a good quality performance understand why exercise is good for their fitness, health and wellbeing	understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games
Evaluating and improving performance	watch, copy and describe what others are doing describe what they are doing	recognise good quality in performance use information to improve their work	recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work	explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play	choose and use information to evaluate their own and others' work suggest improvements in their own and others' performances	develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important
Computing	Use of digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics					

Physical Education: Progression in Dance:

	By end of Year 2		By end of Year 4		By end of Year 6	
Acquiring and developing skills	<p>Explore movement ideas and respond imaginatively to a range of stimuli</p> <p><input type="checkbox"/> Move confidently and safely in their own and general space, using changes of speed, level and direction</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p>	<p>Explore and create characters and narratives in response to a range of stimuli</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p>	<p>Explore, improvise and combine movement ideas fluently and effectively</p>
Selecting and applying skills, tactics and compositional ideas	<p>Compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p><input type="checkbox"/> Perform movement phrases using a range of body actions and body parts</p>	<p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings</p> <p>choosing and varying simple compositional ideas</p>	<p>Create and link dance phrases using a simple dance structure or motif</p> <p><input type="checkbox"/> Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p>	<p>Use simple choreographic principles to create motifs and narrative.</p> <p><input type="checkbox"/> Perform complex dance phrases and dances that communicate character and narrative</p>	<p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</p> <p><input type="checkbox"/> Perform dances expressively, using a range of performance skills</p>	<p>Create and structure motifs, phrases, sections and whole dances</p> <p><input type="checkbox"/> Begin to use basic compositional principles when creating their dances</p>
Knowledge and understanding of fitness and health	<p>Recognise how their body feels when still and exercising</p>	<p>Recognise and describe how different dance activities make them feel</p> <p><input type="checkbox"/> Understand the importance of warming up and cooling down</p>	<p>Keep up activity over a period of time and know they need to warm up and cool down for dance</p>	<p>Know and describe what you need to do to warm up and cool down for dance</p>	<p>Organise their own warm-up and cool-down activities to suit the dance</p> <p><input type="checkbox"/> Show an understanding of why it is important to warm up and cool down</p>	<p>Understand why dance is good for their fitness, health and wellbeing</p> <p><input type="checkbox"/> Prepare effectively for dancing</p>
Evaluating and improving performance	<p>Talk about dance ideas inspired by different stimuli</p> <p>Copy, watch and describe dance movement</p>	<p>Watch and describe dance phrases and dances and use what they learn to improve their own work</p>	<p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>talk about how they might improve their dances</p>	<p>Describe, interpret and evaluate their own and others dances, taking account of character and narrative</p>	<p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>	<p>Understand how a dance is formed and performed</p> <p><input type="checkbox"/> Evaluate, refine and develop their ow</p>

Physical Education: Progression in Athletics:

	By end of Year 2	By end of Year 4	By end of Year 6
Acquiring and developing skills	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities	Develop the consistency of their actions in a number of events Increase the number of techniques they use
Selecting and applying skills, tactics and compositional ideas	Use their bodies and a variety of equipment with greater control and coordination	Develop their ability to choose and use simple tactics and strategies in different situations	Choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	Recognise and describe what their bodies feel like during different types of activity	Know, measure and describe the short-term effects of exercise on the body to different types of activity	Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	Watch, copy and describe what they and others have done	Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving	Evaluate their own and others work and suggest ways to improve it

Physical Education: Progression in Outdoor and Adventurous Activities:

	By end of Year 2	By end of Year 4	By end of Year 6
Acquiring and developing skills	Recognise their own space Explore finding different places	Develop the range and consistency of their skills and work with others to solve challenges	Develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas	Follow simple routes and trails, orientating themselves successfully Solve simple challenges and problems successfully	Choose and apply strategies and skills to meet the requirements of a task or challenge	Decide what approach to use to meet the challenge set Adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health	Recognise and describe how their body feels during exercise	Recognise the effect of different activities on the body and to prepare for them physically <input type="checkbox"/> Work safely	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance	Observe what they and others have done and use their observations to improve their performance	<input type="checkbox"/> Describe and evaluate their own and other performances, and identify areas that need improving	the importance of a group or team plan, and the value of pooling ideas <input type="checkbox"/> Improve their performance by changing or adapting their approaches as needed

Cheapside Primary School – Subject Progression Grids

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Physical Education: Progression in Swimming and Water Safety:

Swimming activities and water safety	By end of Year 4	By end of Year 6
	Beginners (non-swimmers and developing swimmers)	Developing competent swimmers
Acquiring and developing skills	<ul style="list-style-type: none"> <input type="checkbox"/> Work with confidence in the water <input type="checkbox"/> Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water <input type="checkbox"/> Remember, repeat and link skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills <input type="checkbox"/> Improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction cordination of their bodies in water 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges
Knowledge and understanding of fitness and health	<p>Know that being active is fun and good for them</p> <p>Recognise what their bodies feel like during different activities</p>	<p>Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</p>
Evaluating and improving performance	<p>Watch, copy and describe what they and others have done and use the information to improve their work</p>	<p>Describe and evaluate the quality of swimming and recognise what needs improving</p>