



## Curriculum Progression Statements

At Buttsbury Junior School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Junior School's curriculum progresses in each subject.

### Buttsbury Junior School Writing Skills Progression

	Year 3	Year 4	Year 5	Year 6
Sentence Structure	<p>Vary sentence structure by expressing time and cause using:</p> <ul style="list-style-type: none"> <li>• <b>Conjunctions</b> (<i>so, when, before, after, while, because</i>)</li> <li>• <b>Adverbs</b> (<i>then, next, therefore, soon</i>)</li> <li>• <b>Prepositions</b> (<i>before, during, after, in, because of</i>)</li> <li>• <b>Adverbials of time, place and manner</b> (<i>at midnight, over the hill</i>)</li> </ul> <p>Consistently use the <b>past/present tense</b> including irregular forms.</p> <p>Use <b>a or an</b> appropriately.</p> <p>Recognise <b>simple and compound sentences</b>, identifying the <b>main clauses</b>.</p> <p>Recognise <b>personal pronouns</b>.</p>	<p>Vary sentence structure using <b>different openers</b> (e.g. using subordinate clauses: <i>Rooted to the spot/Stumbling through the trees</i>)</p> <p>Use <b>fronted adverbials</b> (<i>Tears trickling down his face, James closed the door behind him. Later that day, I heard the bad news. Shaking with rage, she banged on the door</i>)</p> <p>Make appropriate choices of <b>pronouns or nouns</b> in sentences to avoid ambiguity or repetition, including to identify <b>possessive pronouns</b>.</p> <p><b>Expanded noun phrases</b> by the addition of modifying adjectives, nouns and prepositional <i>phrases</i> (e.g. <i>'the teacher' expanded to 'the strict Drama teacher with curly hair'</i>).</p> <p>Identify <b>determiners</b> within a sentence.</p> <p>Use <b>complex sentences</b> in writing, identifying the subordinate clause.</p>	<p>Add <b>phrases</b> to make sentences more detailed and precise (e.g. <i>the extremely poisonous dragon, run as fast as possible, fast-growing fortune.</i>)</p> <p>Use a range of <b>sentence openers</b> consistently, considering their effect.</p> <p><b>Link clauses</b> in sentences using a range of <b>subordinating and coordinating conjunctions</b>.</p> <p>Use <b>relative clauses</b> beginning with <i>who, which, where, whose</i> or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i>) or <b>adverbs</b> (<i>surely, perhaps</i>).</p> <p>Use <b>verb phrases</b> to create subtle differences (e.g. <i>She began to run/He might have been</i>).</p> <p>Vary the position of a <b>clause</b> within <b>complex</b> sentences.</p> <p>Use a full range of sentence structures.</p> <p>Understand and recognise <b>active and passive</b> voice.</p>	<p>Use more than one <b>subordinate clause</b> successfully in a complex sentence.</p> <p>Sentence construction manipulated and constructed to add <b>meaning and create subtle changes</b> such as the use of speculative and hypothetical language.</p> <p>Use the <b>passive voice</b> to effect the presentation of information in a sentence (e.g. <i>'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me'</i>).</p> <p><b>Expanded noun phrases</b> to convey complicated information concisely (e.g. <i>The fact that it was raining meant it was the end of Sports Day.</i>)</p> <p>Understand the structures typical of both <b>formal and informal speech</b> and the use of the <b>subjunctive</b> in some very formal writing and speech (e.g. <i>If he were to be successful, the matter would be resolved</i>)</p>

Text Structure	<p>Correct use of <b>tenses</b> throughout a piece of writing.</p> <p>Experiment with <b>adjectives</b> to create <b>impact</b>.</p> <p>Use <b>paragraphs</b> as a way to group related material.</p> <p>Use <b>headings and subheadings</b> to aid presentation.</p> <p>Use of the <b>present perfect form of verbs</b> instead of the simple past i.e. <i>He has gone out to play</i> instead of <i>He went out to play</i>.</p>	<p>Use <b>adverbs</b> to express <b>frequency</b> (e.g. <i>often</i>) and <b>manner</b> (e.g. <i>loudly</i>).</p> <p>Recognise that that not all <b>adverbs</b> end in -ly.</p> <p>Use <b>adjectival phrases</b> i.e. 'biting cold wind'.</p> <p>Consistently use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> <b>person</b> correctly.</p> <p>Consistent use of <b>paragraphs</b>.</p> <p>Appropriate choice of <b>noun or pronoun</b>, within and across sentences to aid cohesion and avoid repetition.</p> <p>Use <b>conjunctions</b> to link paragraphs (<i>however/on the other hand etc</i>)</p>	<p>Use <b>pronouns</b> to avoid repetition.</p> <p>Use <b>basic Standard English</b> i.e. agreement between verb and noun, consistency of tense, avoid double negatives.</p> <p>Use devices to build <b>cohesion</b> within a paragraph.</p> <p>Link ideas across paragraphs using <b>adverbials of time</b> (later), <b>place</b> (nearby) and <b>number</b> (secondly).</p> <p>Consistently organise writing into <b>paragraphs</b>.</p>	<p>Use entirely <b>consistent language</b> linked to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.</p> <p>Link ideas across paragraphs using a wide range of cohesive devices:</p> <ul style="list-style-type: none"> <li>• <b>Semantic cohesion</b> – repetition of a word or phrase.</li> <li>• <b>Grammatical connections</b> – i.e. the use of adverbials such as 'on the other hand', 'in contrast to'.</li> <li>• <b>Ellipsis</b> – omission of a word or phrase.</li> </ul> <p>Use of <b>layout devices</b> such as headings, subheadings, columns, bullet points or tables to structure text.</p> <p><b>Paragraphs</b> are coherently organised.</p> <p>Use <b>paragraphs</b> to signal change in time, scene, action, mood or person.</p> <p>Use the <b>perfect form</b> of verbs for effect.</p>
Punctuation	<p>Use <b>inverted commas</b> to punctuate direct speech.</p>	<p>Use <b>commas</b> to mark clauses.</p> <p>Use of <b>inverted commas</b> to punctuate direct speech.</p> <p>Use <b>apostrophes</b> for marking plural possession, being able to identify the difference between a plural and possession.</p>	<p>Use <b>direct and reported</b> speech.</p> <p>Use <b>brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use <b>commas</b> to clarify meaning and avoid ambiguity.</p>	<p>Use a <b>full range of punctuation</b> correctly, matched to genre.</p> <p><b>Use colons and dashes</b> to mark the boundary between independent clauses (description then details) <i>e.g, It's raining: I'm fed up. Chickens are great pets: they are friendly and entertaining to watch</i> and <b>semi-</b></p>

		<p>Use <b>commas</b> after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of <b>inverted commas</b> and other <b>speech punctuation</b> to indicate direct speech (e.g. a comma used after the reporting clause: <i>The conductor shouted, "Sit down!"</i>)</p>		<p><b>colons</b> (to contrast) e.g. <i>I like coffee; Jack prefers tea.</i></p> <p>Use of a <b>colon</b> to introduce a list and <b>semi-colons</b> used within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>Recognise how <b>hyphens</b> can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark or recover versus re-cover</i>)</p>
Composition	<p>Use <b>original</b> similes</p> <p>Set a <b>mood</b></p> <p>Write an <b>opening</b> to grab the reader</p> <p>Use <b>onomatopoeia</b></p> <p>Use <b>sentences of three</b> e.g. He opened the door, rushed down the path and jumped over the gate</p> <p>Create <b>double adjective</b> sentences e.g. The small, plump woman bustled through the colourful, noisy market</p> <p>Create <b>double more/less</b> sentences e.g. The more he waited, the more his stomach churned</p> <p>Use <b>powerful verbs</b> for action</p>	<p>Build an <b>image</b></p> <p>Use <b>metaphor</b></p> <p>Show <b>emotion</b> in writing</p> <p>Add <b>emotion starters</b> e.g. Ecstatic, she waved her exam results in the air</p> <p>Use <b>'3_ed'</b> sentences e.g. Confused, worried and bewildered, they peered through the trees</p> <p>Address <b>questions</b> directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?</p> <p>Use <b>powerful verbs</b> for speech</p> <p>Add more <b>exact adjectives for colours</b> e.g. russet</p>	<p>Use <b>personification</b> for mood e.g. <i>The sea whispered against the sand</i></p> <p>Add <b>ed-ing-ly</b> starters</p> <p>Create <b>'3 If'</b> sentences e.g. <i>If you can offer some time, if you are sociable, if you would like to help others, then call today.</i></p> <p>Add <b>embedded adverbials</b> e.g. <i>She banged on the door, shaking with rage, and waited.</i></p> <p>Use <b>rhetorical</b> sentences</p> <p>Use <b>asides</b> to the reader</p> <p>Write in <b>third person omniscient</b> (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)</p> <p><b>Hide details</b> from the reader</p>	<p>Use <b>symbolism</b> in stories and poetry</p> <p>Use <b>assonance</b></p> <p>Use <b>consonance</b></p> <p>Use <b>hyperbole</b> e.g. <i>It is clearly the ultimate in bathroom cleaners.</i></p> <p>Make use of <b>flashbacks</b></p> <p>Write in <b>third person multiple</b> (several points of view)</p> <p>Establish and maintain a <b>theme</b> e.g. <i>loneliness</i></p> <p>Use <b>adjectives</b> of smell e.g. <i>acid</i></p> <p>Create a <b>subtle</b> mood</p>

	<p>Add <b>adjectives of condition</b> e.g. rusty</p> <p>Add <b>adverbs of manner</b> (speech and action)</p> <p>Describe through specific <b>detail</b></p> <p>Write in <b>third person</b> limited (from one person's point of view)</p>	<p>Add <b>ing and ed adjectives</b> e.g. the swooping seagull</p> <p>Remember the '<b>show don't tell</b>' rule</p>	<p><b>Foreshadow</b> events</p> <p>Build <b>tension</b></p> <p>Use <b>adjectives of taste</b> e.g. bitter</p> <p>Use <b>repetition</b> to engage the reader</p> <p>Use <b>contrast</b> within and beyond sentences e.g. <i>Out of the dirty, ramshackle house walked the gleaming silver robot</i></p>	
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	Year 3	Year 4	Year 5	Year 6
Number and Place Value		count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
	count from 0 in multiples of 4, 8, 50 and 100	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1000 000	
	find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
	compare and order numbers up to 1000	order and compare numbers beyond 1000 compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000000 and determine the value of each digit
	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		
	read and write numbers up to 1000 in numerals and in words	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
	recognise the place value of each digit in a three digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
		round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
		round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy

	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above
Addition and Subtraction	solve number and practical problems that involve all of the above		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
				use their knowledge of the order of operations to carry out calculations involving the four operations
		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.
	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Multiplication	count from 0 in multiples of 4, 8, 50 and 100	count in multiples of 6, 7, 9, 25 and 1 000	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to $12 \times 12$		
	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times onedigit numbers, using mental and progressing to formal written methods	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

		recognise and use factor pairs and commutativity in mental calculations	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$ )
	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	multiply two-digit and three-digit numbers by a one digit number using formal written layout	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
			divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
		recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19	identify common factors, common multiples and prime numbers
			recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )	

				use their knowledge of the order of operations to carry out calculations involving the four operations
	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes and understanding the meaning of the equals sign	solve problems involving addition, subtraction, multiplication and division
Fractions	count up and down in tenths	count up and down in hundredths		
	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
	compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1
		compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places
		round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy

	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
		recognise and write decimal equivalents of any number of tenths or hundredths	Read and write decimal numbers as fractions (e.g. $0.71 = 71 / 100$ ) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	associate a fraction with division and calculate decimal fraction equivalents (e.g. $0.375$ ) for a simple fraction (e.g. $3 / 8$ )
		recognise and write decimal equivalents to $1 / 4$ ; $1 / 2$ ; $3 / 4$	recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	add and subtract fractions with the same denominator within one whole (e.g. $5 / 7 + 1 / 7 = 6 / 7$ )	add and subtract fractions with the same denominator	Add and subtract fractions with the same denominator and multiples of the same number Recognise mixed numbers fractions and improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number (e.g. $2 / 5 + 4 / 5 = 6 / 5 = 1 \frac{1}{5}$ )	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
			multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1 / 4 \times 1 / 2 = 1 / 8$ ) Multiply one-digit numbers with up to two decimal places by whole numbers
				divide proper fractions by whole numbers (e.g. $1 / 3 \div 2 = 1 / 6$ )
				multiply one-digit numbers with up to two decimal places by whole numbers

		find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
				identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
				associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$ )
				use written division methods in cases where the answer has up to two decimal places
	solve problems that involve all of the above	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	solve problems involving numbers up to three decimal places	
		solve simple measure and money problems involving fractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.	
Ratio and proportion				solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
				solve problems involving the calculation of percentages [for example, of measures, and such as

				15% of 360] and the use of percentages for comparison
				solve problems involving similar shapes where the scale factor is known or can be found
				solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Measurement		estimate, compare and calculate different measures, including money in pounds and pence	Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes (also included in measuring) Estimate volume (e.g. using 1 cm <sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units such as mm <sup>3</sup> and km <sup>3</sup> .
	compare durations of events, for example to calculate the time taken by particular events or tasks			
	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight			
	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures, including money in pounds and pence	use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
	measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different perimeters and vice versa

	add and subtract amounts of money to give change, using both £ and p in practical contexts			
		find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) and estimate the area of irregular shapes	Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [e.g. mm <sup>3</sup> and km <sup>3</sup> ]. Recognise when it is possible to use formulae for area and volume of shapes
	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks		
	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight			
		solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	solve problems involving converting between units of time	
	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

		read, write and convert time between analogue and digital 12 and 24-hour clocks	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
		solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres
Geometry (shape)		identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Recognise, describe and build simple 3-D shapes, including making nets. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees ( ° )	Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets.
		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
	recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
	identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify acute and obtuse angles and compare and order angles up to two right angles by size	identify: * angles at a point and one whole turn (total 360 ° ) * angles at a point on a straight line and ½ a turn (total 180 ° ) * other multiples of 90 °	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

	identify horizontal and vertical lines and pairs of perpendicular and parallel lines			
Geometry (direction and position)		Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down.	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
		plot specified points and draw sides to complete a given polygon		
Statistics	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
	solve one-step and twostep questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average
Algebra	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve problems, including missing number problems, involving multiplication and division, including integer scaling		use the properties of rectangles to deduce related facts and find missing lengths and angles	express missing number problems algebraically
				find pairs of numbers that satisfy number sentences involving two unknowns
				enumerate all possibilities of combinations of two variables

**Buttsbury Junior Science Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Working Scientifically</b>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>

	<p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings</p>		
Animals Including Humans	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	Describe the changes as humans develop to old age.	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
Rocks	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>			
Light	<p>Recognise that he/she needs light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p>			Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

	<p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p>			<p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Forces and Magnets/Forces	<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	
Living things and their habitats		Recognise that living things can be grouped in a variety of ways	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Describe how living things are classified into broad groups according to common observable

		<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</p>	<p>Describe the life process of reproduction in some plants and animals</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
States of Matter/Properties and changes of materials		<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>		
Sound		<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>		

		<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>		
Electricity		<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>
Earth and Space			<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p>	

			<p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	
Evolution and Inheritance				<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

**Buttsbury Junior Computing Skills Progression**

	Year 3	Year 4	Year 5	Year 6
<p>Digital Communication and Sharing Information</p>	<p>Use different font sizes, colours and effects to communicate meaning for a given audience. Insert and edit simple tables.</p> <p>Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace).</p> <p>Use cut, copy and paste to refine and reorder content. Select suitable text, sounds and images from electronic resources and use it appropriately in their own work.</p> <p>Develop skills to know which data needs to be collected and design a questionnaire to aid its collection. Collect appropriate information, enter it into a database and use the database to answer simple questions.</p> <p>Determine the data needed to solve a specific problem; organise,</p>	<p>Use layout, format, graphics and illustrations for different purposes or audiences. Recognise key features of layout and use design features such as text boxes, columns and borders.</p> <p>Use page setup to select different page sizes and orientations.</p> <p>Select and import images from digital cameras, graphics packages and other sources and prepare for use (cropping, resizing, editing).</p> <p>Use different font sizes, colours and effects to communicate meaning for a given audience. Insert and edit simple tables.</p> <p>Select suitable text, sounds and images from electronic resources (e.g. websites) and use it appropriately in their own work.</p> <p>Start to independently select ways to communicate their own ideas.</p>		<p>Use and refine their skills while independently creating, sending and responding to emails, blogs and forums. (With appropriate supervision and due regard for e-safety).</p> <p>Produce formal or informal messages appropriate to the task or to solve problems (requesting information, sharing data etc.).</p> <p>Understand about online identities and differences between private (Learning Platform) or public presence (social networks).</p> <p>Know what acceptable online behaviour is.</p> <p>Critically evaluate blogs/wikis/websites). What makes a good site? Explore safe social network sites.</p> <p>Develop the use of hyperlinks to produce interactive presentations or websites.</p>

	<p>present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.</p> <p>Understand what a database is by creating a physical one (e.g. index cards to sort and search or pupils ordered by name/height etc.). Consider how much easier it is using ICT for data handling.</p>	<p>Log on to email account, open emails, create &amp; send appropriate replies, attach files &amp; create address book.</p> <p>Contribute to discussion forums, blogs and surveys on a Learning Platform and create their own.</p> <p>Skills need to be applied in different applications and contexts with pupils starting to make choices.</p> <p>Begin to understand about online identities and differences between private (Learning Platform) or public presence (social networks).</p> <p>Discuss and evaluate blogs/wikis/websites (e.g. Primary Blogger, school websites etc.). Explore safe social network sites.</p>		<p>Understand how pages link together and recognise the need for clarity.</p> <p>Produce a diagram to show the links between pages.</p>
<p>Collecting, analysing, evaluating real world data/problem solving</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Understand the dynamics of search engines and know that there are different search engines - some within sites and some for the whole of the Internet (e.g. Google). Use them appropriately.</p> <p>Develop key questions and key words to search for specific information to answer a problem</p>		<p>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select an appropriate search engine to find information related</p>	<p>Design questions using key words, to search a large pre-prepared database. Use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data.</p> <p>Construct, refine and interpret frequency tables, bar charts with grouped discrete data and line graphs; interpret pie charts.</p> <p>Identify and enter the correct formulae into cells, modify the data, make predictions of changes</p>

	<p>(e.g. a question such as “where could we go on holiday?” would become “holiday destinations”).</p> <p>Use researched information purposefully to complete specific tasks e.g. copy, paste and edit information to present work with consideration to copyright</p>		<p>to their topic. Develop strategies for finding information checking for bias and different viewpoints (using different keywords, cross checking with other sources etc.). Discuss how internet search engines find, store and rank data.</p> <p>Discuss computer networks and how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <p>Develop skills to question where web content might originate and understand that this gives clues to its authenticity/reliability (by looking at web address, author, linked pages etc.).</p> <p>Discuss issues of copyright and downloading material (e.g. mp3s, images, videos etc.). Reference sources used in their work.</p> <p>Use the pre-programming features of data logging software and devices to set up a specific data capture, perhaps overnight. Use graphical information to answer questions and solve simple problems.</p> <p>Use a range of sensors (temperature, light, sound, heart rate monitors, light gates etc.) in a</p>	<p>and test them. Use more advanced formulae (Sum, average, mode etc.).</p> <p>Enter labels and numbers into a spreadsheet. Enter formulae into a spreadsheet and modify the data, (simple calculations + - × ÷).</p> <p>Use a spreadsheet to draw a graph to help answer specific questions.</p>
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			<p>variety of situations in the course of scientific investigations (inputs and outputs).</p> <p>Discuss jobs where data loggers are used in the world (e.g. meteorologists, volcanologists, seismologists). Research to find out how they log data.</p>	
Control and Programming	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Solve open ended problems with a floor robot, screen turtle and other programmable devices.</p> <p>Make a pattern by breaking the instructions into smaller parts (decomposing). For example, create a procedure (e.g. for a square in Logo) then create a sequence that draws the procedure, rotates x degrees and draws another square and so on.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Create simple flow diagrams to control physical devices (real or</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Use Logo programming algorithms (penup/pendown, repeat commands etc.) to create shapes/patterns.</p> <p>Test to detect errors and modify procedures or sequences where necessary.</p> <p>Make a pattern by breaking the instructions into smaller parts (decomposing). For example, create a procedure (e.g. for a square in Logo) then create a sequence that draws the procedure, rotates x degrees and draws another square and so on.</p>	<p>In Scratch, develop more complex flow diagrams/sequences for a specific purpose using selection, repetition and variables in algorithms (more complex loops, repeats or timed events).</p> <p>Detect and correct errors (debug) to improve desired outcomes.</p> <p>Work with variables and various forms of input and output.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Evaluate ready-made games, apps and simulations before designing own to know what makes a good game. What will their own game look like?</p> <p>Design own game, simulation or app and use a programming tool to create it for use by others.</p>	<p>Evaluate ready-made games, apps and simulations before designing own to know what makes a good game. What will their own game look like?</p> <p>Design own game, simulation or app and use a programming tool to create it for use by others.</p> <p>Explain the algorithms to show an understanding of the logical steps and debug where necessary.</p> <p>Work with variables and various forms of input and output.</p> <p>Write sequences which use outputs and inputs (using selection 'if... then...' type commands) to control events in response to conditions. Use sub routines to decompose the problem into smaller parts</p> <p>Explain the logical steps of the flow diagram in the design process.</p> <p>View code in their own games to start to understand how</p>

	<p>screen simulations) using outputs only.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>Explain the algorithms to show an understanding of the logical steps and debug where necessary.</p> <p>Work with variables and various forms of input and output.</p>	<p>commercial games are created (e.g. Kodu).</p>
Producing and Editing Media	<p>Create a short animated sequence from captured images in simple storyboarding software to communicate a specific idea.</p> <p>Import music to film projects.</p>	<p>Use ICT to select and record voice and sounds and use recorded sound files in other applications.</p> <p>Locate and use sound files from Internet and network file.</p> <p>Edit existing sound files in sound editing software.</p> <p>Start to evaluate media used in the world around us What is the message of the clip/image/sound? Does it work? Why?</p> <p>Acquire, store and retrieve images from cameras, scanners and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects).</p> <p>Select specific areas of a painting, copy and paste to make repeating patterns. Resize elements. Investigate symmetry and reflection tools.</p> <p>Independently capture, store, retrieve and edit a digital image.</p>	<p>Independently select, edit and combine sound files. Manipulate the sounds (such as reversing sounds, adding echo, altering speed etc. and using them appropriately considering audience and purpose.</p> <p>Create their own sounds and compositions to add to their presentations/films/images/photos .</p> <p>Use ICT to produce music for a specific purpose, considering the impact on the audience (e.g. length, style, genre etc.).</p> <p>Independently select and use a variety of appropriate devices to record sounds. Upload and download projects</p> <p>Evaluate media used in the world around us (video clips, images, sounds etc.). What is the message of the clip/image/sound? Does it work? Why?</p> <p>Plan and create a short animated sequence to communicate an idea,</p>	<p>Combine stills, video and sound using a video editing package.</p> <p>Export movies in a variety of formats and use them in multimedia presentations.</p> <p>Make use of transitions and special effects in video editing software and understand the effect they have on the audience.</p> <p>Enhance a presentation by acquiring, storing, and combining images from different sources.</p> <p>Plan and create a short animated sequence to communicate an idea, using a storyboard and timeline adding own narration or music.</p> <p>Evaluate media used in the world around us (video clips, images, sounds etc.). What is the message of the clip/image/sound? Does it work? Why?</p> <p>Skills should be applied in different applications and contexts with pupils making their own choices.</p>

		<p>Develop greater control over the digital stills and video camera and use the enhanced tools (Macro, Landscape, Zoom).</p> <p>Discuss and evaluate the quality of their own and others' captured images and videos and make decisions (e.g. keep, delete, change).</p>	<p>using a storyboard and timeline adding own narration or music.</p> <p>Combine stills, video and sound using a video editing package. Export movies in a variety of formats and use them in multimedia presentations.</p> <p>Make use of transitions and special effects in video editing software and understand the effect they have on the audience.</p>	<p>Use an object based graphics package to design and develop a plan to find a solution to a specific problem (e.g. design a child's bedroom, garden, zoo, map, playground, crazy golf course).</p> <p>Create images using a range of techniques to develop a particular style, refining and making appropriate changes.</p>
<p>Modelling and Simulations</p>		<p>Work with variables and various forms of input and output</p> <p>Discuss their use of simulations and compare with reality.</p> <p>Be able to explore the effect of changing variables. Use them to make and test predictions to support learning in other subject areas.</p> <p>Discuss ways simulations are used to help us (e.g. flight simulations to teach pilots, driving simulators, weather pattern simulations etc.).</p> <p>Evaluate some safe online games to know what makes a good game. What does the game need? What would their own game look like? What would it do?</p>		

**Buttsbury Junior School History Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Periods of history (Understanding events, people and changes)</b>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p> <p>Describe the achievements of the Ancient Egyptians including when and where they first appeared.</p>	<p>Describe the Roman empire and its impact on Britain</p> <p>Describe the achievements of the Ancient Greeks and their influence on the western world.</p>	<p>Describe Britain's settlement by Anglo Saxons.</p> <p>Contrast British history to the Ancient Maya</p>	<p>Describe the invasion and settlement of the Vikings</p> <p>Describe and compare a local history study.</p>
<b>Links to prior learning.</b>	<p>Recognise that history is made up of past events and give examples.</p>	<p>Recognise how the Stone Age civilisation was in place when the Romans invaded.</p>	<p>Describe how life in Britain changed after Roman withdrawal and the invasion of the Anglo-Saxons.</p>	<p>Analyse how the Anglo-Saxons and the Vikings impacted life in Britain today.</p>
<b>Chronological Understanding</b>	<p>Use timelines to place events in order</p> <p>Understand timelines can be divided in BC and AD</p> <p>Use words and phrases: century, decade</p>	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BC, AD.</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes</p>	<p>Sequence historical periods</p> <p>Identify changes within and across historical periods</p> <p>Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance</p>	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.</p> <p>Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold</p>
<b>Historical enquiry</b>	<p>Use a variety of resources to find out about the past.</p>	<p>Use sources of information in ways that go beyond simple</p>	<p>Compare sources of information available for the</p>	<p>Evaluate the usefulness of resources.</p>

		<p>observations to answer questions about the past. Use primary and secondary resources to find out about the past</p>	<p>study of different times in the past. Understand that the type of information available depends on the period of time studied.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<p><b>Organisation and communication</b></p>	<p>Communicate what they have learnt using key vocabulary.</p>	<p>Use appropriate terminology to communicate what they have learnt in an organised and structured way.</p>	<p>Provide structured accounts of historical events and present the findings in a variety of ways.</p>	<p>Make confident use of sources for independent research and make informed decisions on how to present the findings.</p>

**Buttsbury Junior Geography Skills Progression**

	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<p>Name and locate the world's seven continents and five oceans on an atlas.</p> <p>Recognise the different shapes of continents.</p> <p>Begin to understand the position of latitude &amp; longitude.</p> <p>Identify where the Equator lies, &amp; the Northern Hemisphere, Southern Hemisphere on a globe.</p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a globe.</p> <p>Have an understanding of time zones including the Prime/Greenwich Meridian (link to day &amp; night).</p>	<p>Name and locate the world's seven continents and five oceans on an atlas and correspond onto a globe.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom of where they sit on the globe.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics on a map (including hills, mountains, coasts and rivers), and land-use patterns; and have an understanding of how some of these aspects have changed over time.</p> <p>Know about the wider context of places e.g county, region and country.</p> <p>Demonstrate knowledge of features about places around us and beyond the UK linking to</p>	<p>Locate the European countries on a map, (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and capital cities.</p> <p>Identify where countries are within Europe; including Russia and identify the continent(s) they sit on.</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Local amenities).</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>Locate the world's countries and focus on North and South America. Look at their position and describe their environmental regions, key physical and human characteristics, countries, and locate their capital cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Be able to place on a blank map and give reasoning how this affects different countries across the world.</p> <p>Recognise the different shapes of countries and know what continent they sit on.</p>

		<p>both human and physical features giving further reasoning.</p> <p>Recognise that people have differing quality of life living in different locations and environments across the world.</p>		
Place Knowledge	<p>Understand why there are similarities and differences between places.</p>	<p>Develop an awareness of how places relate to each other and give reasons with human and physical geography explanations.</p> <p>Know about the wider context of places - region, country, continent.</p> <p>Understand why there are similarities and differences between places linking to human and physical features we can identify from an OS map.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
Human & Physical Geography	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features, including:</p>	<p>Explain about key natural resources e.g water in the locality.</p> <p>Explore weather patterns around parts of the world.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Understand about world weather patterns around the World and relate these climate zones.</p>

	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Describe human features of UK regions, cities and /or counties.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been affected by changes in the environment.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Explain about weather conditions / patterns around the UK .</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Describe and understand key aspects of physical geography, including: climate zones,</p>	<p>Explain about weather conditions/patterns around the UK and parts of Europe.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to our world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals.</p> <p>Understand how humans affect the environment over time, link to South America.</p> <p>Know about changes to our world environments over time and link to physical and human geography.</p> <p>Understand why people seek to manage and sustain their environment and what effects this can have on change over time.</p>
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		<p>biomes and vegetation belts, rivers and the water cycle.</p> <p>Know how rivers erode, transport and deposit materials.</p> <p>Describe and understand key aspects of human geography, including: land use, economic activity and the distribution of natural resources including water.</p>		
Geographical Skills & Fieldwork	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (eg near and far; left and right and to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use the 8 points of a compass.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key linking to both human and physical features.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Understand and use a widening range of geographical terms e.g specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Ask and respond to geographical questions, e.g Describe the landscape. Why is</p>	<p>Use maps, charts etc. to support decision making about the location of places e.g new bypass.</p> <p>Understand and use a widening range of geographical terms e.g specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ask and respond to geographical questions, e.g Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?</p>

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ask and respond to geographical questions e.g Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions e.g make comparisons between 2 locations in the UK using aerial photos/pictures, population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Use four figure grid references.</p>	<p>Ask and respond to geographical questions, e.g Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions to make comparisons between a contrast of locations using aerial photos/pictures (population, temperatures etc.)</p> <p>Recognise that different people hold different views about an issue and begin understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Use four figure grid references Make plans and maps using symbols and keys.</p> <p>Identify physical and human features of the locality. Explore features on OS maps using 6 figure grid references.</p> <p>Understand and use a widening range of geographical terms e.g specific topic vocabulary - meander, floodplain, location,</p>	<p>it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions e.g make comparisons between two different locations of the UK and Europe using aerial photos /pictures, population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin understand some of the reasons why.</p> <p>Understand and use a widening range of geographical terms e.g specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>Measure straight line distances using the appropriate scale.</p>	<p>Analyse evidence and draw conclusions e.g make comparisons between locations with South America using aerial photos/pictures, population, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and understand some of the reasons why.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Use fieldwork instruments e.g camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p>	
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	<p>Identify physical and human features of the locality</p>	<p>industry, transport, settlement, water cycle etc.</p> <p>Draw accurate maps with more complex keys.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p>		
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**Buttsbury Junior School RE Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>AF1: Thinking about religion and belief</b>	<p>make links between beliefs, stories and practices</p> <p>identify the impacts of beliefs and practices on people's lives</p> <p>identify similarities and differences between religions and beliefs</p>	<p>comment on connections between questions, beliefs, values and practices</p> <p>describe the impact of beliefs and practices on individuals, groups and communities</p> <p>describe similarities and differences within and between religions and beliefs</p>	<p>explain connections between questions, beliefs, values and practices in different belief systems</p> <p>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>explain how and why differences in belief are expressed</p>	<p>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>
<b>AF2: Enquiring, investigating and interpreting</b>	<p>investigate and connect features of religions and beliefs</p> <p>ask significant questions about religions and beliefs</p> <p>describe and suggest meanings for symbols and other forms of religious expression</p>	<p>gather, select, and organise ideas about religion and belief</p> <p>suggest answers to some questions raised by the study of religions and beliefs</p> <p>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>recognise and explain diversity within religious expression, using appropriate concepts</p>	<p>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>interpret religions and beliefs from different perspectives</p> <p>interpret the significance and impact of different forms of religious and spiritual expression</p>
<b>AF2: Beliefs and teachings</b>	<p>describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>
<b>AF2: Religious practices and lifestyles</b>	<p>describe how some features of religions studied are used or</p>	<p>show understanding of the ways of belonging to religions and what these involve</p>	<p>explain how selected features of religious life and practice</p>	<p>explain in detail the significance of Christian practices, and those of other</p>

	exemplified in festivals and practices		make a difference to the lives of individuals and communities	faiths studied, to the lives of individuals and communities.
<b>AF2: Expression and language</b>	make links between religious symbols, language and stories and the beliefs or ideas that underlie them	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	explain how some forms of religious expression are used differently by individuals and communities	compare the different ways in which people of faith communities express their faith.
<b>AF2: Identity and Experience</b>	compare aspects of their own experiences and those of others, identifying what influences their lives	ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	make informed responses to questions of identity and experience in the light of their learning	discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>AF2: Meaning and purpose</b>	compare their own and other people's ideas about questions that are difficult to answer	ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	make informed responses to questions of meaning and purpose in the light of their learning	express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>AF2: Values and commitments</b>	make links between values and commitments, including religious ones, and their own attitudes or behaviour	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	make informed responses to people's values and commitments (including religious ones) in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

### Buttsbury Junior DT Skills Progression

	Year 3	Year 4	Year 5	Year 6
<b>Design</b>				
Understanding contexts, users and purposes Food Build Connect	<ul style="list-style-type: none"> <li>● Dream catchers</li> <li>● Stone age jewellery</li> <li>● Smoothies</li> </ul> <p>Use knowledge of existing products to design his/her own functional product – modules relate to the interest, complexity and experiences.</p>	<ul style="list-style-type: none"> <li>● Buggies</li> <li>● Money containers</li> <li>● Bread</li> </ul>	<ul style="list-style-type: none"> <li>● Cranes/ Pinball machines</li> <li>● Saxon houses</li> <li>● Ratatouille</li> </ul>	<ul style="list-style-type: none"> <li>● Cross stitch</li> <li>● Electronic games</li> <li>● Salsa</li> </ul>
Generating, developing, modelling and communicating ideas.	Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes	Create designs using exploded diagrams	Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques	Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<b>Making</b>				
Planning	Make suitable choices from a wider range of tools and familiar materials.	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them	Use technical knowledge accurate skills to problem solve during the making process
Practical skills	Safely measure, mark out, cut, assemble and join with some accuracy	Use techniques which require more accuracy to cut, shape, join and finish his/her work eg. Cutting internal shapes, slots in frameworks	Make careful and precise measurements so that joins, holes and openings are in exactly the right place	Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately
<b>Evaluating</b>				
Existing products	Investigate and analyse existing products and those he/she has made, considering a wide range of factors	Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range	Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product	Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work

		of materials to plan how to use them		
Own ideas and products - Create prototypes to show his/her ideas	Consider the strengths and weaknesses of designs and prototypes and how they relate to each other and prior knowledge.	Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user	Use his/her knowledge of requirements/ abilities/ materials related to the period to further explain the effectiveness of existing products and products he/she have made	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities
Key events and individuals	Cultural links of the dream catcher.	Gerald Ford and the mass production of the model T	The roles of people in professional kitchen.	CCL – Art Christopher Wren architecture.
<b>Technical knowledge</b>				
Making products work	Use a range of existing skills and media that are familiar to the children. Begin to develop methods of joining, weaving and plaiting.  Select appropriate fruits and discuss flavour combinations.	Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas  Understand and use electrical systems in products  Read and follow recipes which involve several processes, skills and techniques  Select appropriate ingredients and use a wide range of techniques to combine them	Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable  Understand how mechanical systems such as levers and linkages or pneumatic systems create movement	Understand how to use more complex mechanical and electrical systems  Use knowledge of existing stitches and repetition to create patterns.  Continue to develop safe methods of preparing and cooking food.
<b>Cooking and nutrition</b>				
Where food comes from	Understand that food has to be grown, farmed or caught in Europe and the wider world	Talk about the different food groups and name food from each group	Understand seasonality and the advantages of eating seasonal and locally produced food	Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty.
Prep and nutrition	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely	Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active	Understand the main food groups and the different nutrients that are important for health	Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills

			Use information on food labels to inform choices	
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**Buttsbury Junior Art Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Learning</b>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what he/she likes or dislikes about their work Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork Use taught technical skills to adapt and improve his/her work</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically, investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p>	<p>Select ideas based on first hand observations, experience or imagination and develop these through open-ended research.</p> <p>Refine his/her use of learnt techniques</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts Explain and justify preferences towards different styles and artists</p> <p>Use feedback to make amendments and improvement to my art</p>
<b>Techniques</b>				
<b>Drawing</b>  All	Explore different grades of pencil to shade and show different tones and textures including light to dark.	Show facial expressions and body language in sketches and paintings.	Use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence	Begin to develop an awareness of composition, scale and proportion in their work

	<p>Explore shading, using different media such as pastels.</p> <p>Use a viewfinder to select a view then record what is in the frame.</p>	<p>Use marks and lines to show texture in my art.</p> <p>Use line, tone, shape and colour to represent figure.</p> <p>Show reflections in my art.</p> <p>Spring</p> <p>Draw familiar objects (including faces) with correct proportions and composition: foreground, mid-ground and background (still life) (including different viewpoints)</p>	<p>Identify and draw objects and use marks and lines to produce texture and light.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Use line, tone, shape and colour to represent figures and forms in movement, using proportion for whole bodies.</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p>	<p>Use simple perspective in their work using a single focal point and horizon line.</p>
<p><b>Painting</b></p> <p>All</p>	<p>Use a range of brushes to create different effects in painting including how to hold and care of brushes.</p> <p>Understand and identify key aspects such as primary and secondary colours, colour as tone, warm and cold colours hues, tints</p>	<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p> <p>Identify tertiary colours</p>	<p>Create a background using a wash and experiment with colour mixing, amount of water and changing tone.</p> <p>Work with wet-on-wet and mix colours on the page</p> <p>Express emotion in art.</p> <p>Show reflections in art using watercolour.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Identify complementary colours</p>	<p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Use tone to achieve depth: darker foreground and lighter background.</p> <p>Identify harmonious colours</p>

<p><b>Printing and Textiles</b> Year 3 and 5</p>	<p>Print onto different materials using at least 2 colours.</p> <p>Create printing blocks using relief or impressed techniques</p> <p>Create repeating patterns and images</p>		<p>Make connections between own work and patterns in the local environment</p> <p>Experiment with using layers and overlays to create new colours/textures with up to three colours</p> <p>Use a variety of techniques e.g. including using fabric paint, fabric pens</p> <p>Create intricate printing patterns by simplifying and modifying sketchbook designs</p> <p>Print on fabrics using tie-dyes or batik</p>	
<p><b>Collage</b> Year 4 and 6</p>		<p>Experiment with different materials: photos, paper, objects, tissue paper etc.</p> <p>Experiment with methods to create texture: cutting, tearing, rolling etc.</p> <p>Experiment with overlapping</p>		<p>Select tools and adhesives with care to achieve a specific outcome</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p> <p>Use 3D effects such as rolling, quilling, folding etc.</p> <p>Use colour to create mood and movement.</p>
<p><b>3D – Sculpture</b> Year 4 and 5</p>		<p>Plan, design and make models from observation or imagination</p>	<p>Shape, form, model and construct from 2D and drawings.</p>	

			Sculpt mouldable materials.	
<b>3D – Clay</b> Year 3 and 6	Plan a sculpture through drawing and other preparatory work  Create finger pots and simple joins.  Use basic tools to create surface patterns and textures.  Sculpt clay.			Develop skills in using clay including slabs, coils and slips  Produce intricate patterns and textures in a malleable media using tools precisely
<b>Photography and Digital</b>		Use digital images and combine with other media in my art.  Modify an image and integrate my digital images into my art.		Create a virtual work of art using an art program (linked to Computing)

N.B. Visual elements: • Line • Tone • Texture • Colour • Pattern • Shape should be explored when evaluating the work of artists and craftspeople.

### Buttsbury Junior PE Skills Progression

	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>Consolidate their learning and improve the basic skills taught (<b>Hockey, Basketball, Football, Dodgeball, Tag Rugby, Netball, Tennis, Kwik Cricket</b>)</p> <p>Improvise freely on their own and also with a partner creating different movement patterns (<b>Cheer Dance</b>)</p>	<p>Develop the range and consistency of the skills being taught (<b>Tag Rugby, Netball, Hockey, Football, Dodgeball, Kwik Cricket</b>)</p> <p>Perform the basic skills more accurately and consistently (<b>Tag Rugby, Netball, Hockey, Football, Dodgeball, Kwik Cricket</b>)</p> <p>Explore and create characters and narratives in response to a range of stimuli (<b>Dance</b>)</p>	<p>Develop a broader range of skills (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p> <p>Explore and improvise movements, on their own, with a partner and within a small group (<b>Dance</b>)</p> <p>Perform skills consistently and fluently (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p>	<p>Strike a ball with a range of bats for accuracy and distance (<b>Hockey, Basketball, Netball, Dodgeball, Tag Rugby, Kwik Cricket, Rounders</b>)</p> <p>Performing skills more fluently and effectively (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p> <p>Explore, improvise and combine movement ideas fluently and effectively (<b>Street Dance</b>)</p>
Applying skills and using tactics	<p>Vary skills, actions and ideas and link these in different ways to suit different activities (<b>Hockey, Basketball, Football, Dodgeball, Tag Rugby, Netball, Tennis, Kwik Cricket</b>)</p> <p>Vary his/her responses to simple tactics, strategies and sequences used (<b>Hockey, Basketball, Football, Dodgeball, Tag Rugby, Netball, Tennis, Kwik Cricket</b>)</p> <p>To perform a short routine with an awareness of rhythm, dynamic and expressive qualities on their own, with a partner or in a small group (<b>Cheer Dance</b>)</p>	<p>Devise and use basic rules and tactics (<b>Tag Rugby, Netball, Hockey, Football, Dodgeball, Kwik Cricket</b>)</p> <p>To perform more complex dances (<b>Dance</b>)</p> <p>Use compositional devices (<b>Gymnastics</b>)</p> <p>Apply skills and tactics in combination with a partner or as part of a group / team (<b>Tag Rugby, Netball, Hockey, Football, Dodgeball, Kwik Cricket</b>)</p>	<p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p> <p>To perform dances expressively using a range of performance skills (<b>Dance</b>)</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition (<b>Gymnastics</b>)</p>	<p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p> <p>Understand and apply attacking and defending strategies more consistently (<b>Netball, Football, Hockey, Basketball, Tennis, Kwik Cricket, Tag Rugby</b>)</p> <p>Use basic compositional principles when creating a dance/gym</p>

	To use simple compositional ideas <b>(Gymnastics)</b>		Develop interest in participating in sports activities and events at a competitive level Adapt the skills/techniques learnt to new situations	routine <b>(Street Dance and Gymnastics)</b>
Evaluating and improving performance	Compare, contrast and describe his/her performance with others  Recognise how their own performance has improved	Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance  Recognise where improvements maybe needed	Identify different levels of performance and use subject specific vocabulary  Evaluate their performance specifically based on the skill that has been taught	Analyse, modify and refine skills and techniques and how these are applied  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy  Evaluate and develop their own and others work and suggest ways to improve
Swimming		Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations		

**Buttsbury Junior School French Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking</b>	<p>Speak with others using simple words, phrases and short sentences (e.g. basic greetings and information about myself)</p> <p>Speak aloud familiar words or short phrases in chorus</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p> <p>Apply phonic knowledge to support speaking (also reading and writing)</p>	<p>Take part in short conversations using sentences and familiar vocabulary</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning</p> <p>Understand and express simple opinions using familiar topics and vocabulary</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read/repeat from a text or passage)</p> <p>Use conjunctions to link together what they say so as to add fluency</p>
<b>Listening</b>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs)</p> <p>Develop an understanding of the sounds of individual letters and groups of letters</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs</p> <p>Follow a text accurately whilst listening to it being read</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, stories, fairy tales, songs and extended listening exercises)</p> <p>Undertake longer listening exercises and be able to identify key words of phrases so as to answer questions</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear</p>
<b>Reading</b>	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person 'I' form of simple verbs in written text)</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions)</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics, reading exercises with</p>	<p>Read aloud with expression and accurate pronunciation</p> <p>Read and understand the main points and more specific</p>

	Read aloud familiar words or short phrases in chorus	Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person	set questions, emails or letters)	details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters)
<b>Writing</b>	Write some familiar simple words from memory of using supported written materials (e.g. familiar nouns)	Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. a word bank)	Write simple sentences and short paragraphs from memory or using supported written materials (e.g. a word bank)  Use verbs in the correct form (e.g. first person or third person in writing to express what they and other people like to do etc.)  Check spellings with a dictionary	Write longer sentences and short paragraphs from memory or using supported materials (e.g. word bank)  Use verbs in the correct form (e.g. first person or third person in writing to express what they and other people like to do etc.)  Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement
<b>Grammar</b>	Start to understand the concept of gender (masc, fem, neuter) and how this is shown in French	Understand the concept of gender (masc, fem, neuter) and which article (definite or indefinite) to use correctly with different nouns Introduce and use the negative form  Begin to look at what a fully conjugated verb looks like	Understand the concept of gender (masc, fem, neuter) and which article (definite or indefinite) to use correctly with different nouns  Use the negative form, possessives and connectives  Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are	Understand the concept of gender (masc, fem, neuter) and which article (definite or indefinite) to use correctly with different nouns  Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are, understand a verb stem and the different endings for the main types of verbs Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them

				correctly in a sentence and understand the concept of adjectival agreement
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**Buttsbury Junior Music Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	<p>Listen with direction to a range of high-quality music and recognise a range of instruments</p> <p>Comment on likes and dislikes.</p> <p>To notice and explore the way sounds can be combined and used expressively.</p>	<p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p> <p>Comment on musicians use of technique to create effect.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice and explore how music reflects different intentions.</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Notice, comment on and compare the use of musical devices.</p>
<b>Understanding rhythm</b>	<p>Find the pulse within the context of different songs/music with ease.</p>	<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p>	<p>Understand how pulse, rhythm and pitch work together</p>	<p>Improvise melodic and rhythmic material within given structures.</p>
<b>Improvising and Composing</b>	<p>Compose music that combines musical elements.</p> <p>Carefully choose sounds to achieve an effect.</p> <p>Order sounds to help create an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases – ostinato accompaniment.</p>	<p>Compose music that combines several layers of sound.</p> <p>Awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs.</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes using pentatonic scale.</p>	<p>Compose by developing ideas within musical structures.</p> <p>Improvise melodic and rhythmic phases as part of a group performance.</p> <p>Improvise within a group.</p> <p>Compose using two note drones.</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>Create own musical patterns.</p> <p>Use a variety of different musical devices including melody, rhythms, and chords.</p>

<p><b>Singing</b></p>	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Improvise repeated patterns.</p> <p>Beginning to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice.</p>	<p>Perform by ear and from notation.</p> <p>Maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Hold a part in a round.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p>	<p>Perform significant parts from memory and from notation.</p> <p>Refine and improve my own work.</p> <p>Sing from memory with confidence, expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p>
<p><b>Performing</b></p>	<p>Play and perform in solo or ensemble contexts with confidence.</p>	<p>Play and perform in solo or ensemble contexts with increasing confidence.</p>	<p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>	<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p>
<p><b>Understanding musical notation</b></p>	<p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>	<p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Know the symbol for a rest in music, and use silence for effect in music.</p>	<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>

<b>Understanding the history and context of music including the Great Composers</b>	Understand that composition is when a composer writes down and records a musical idea.	Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	Develop an increasing understanding of the history and context of music.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
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**Buttsbury Junior PSHE Skills Progression**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Being Me in my World	<p>Understanding that we all have rights, rules, responsibilities, and these help to keep us safe.</p> <p>Understanding every action has a consequence and that they are responsible for their own choices.</p> <p>Children can demonstrate that they recognise their own worth and identity.</p>	<p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Identify, with support, some factors that affect how people think and feel.</p> <p>They can express their views confidently and listen to/show respect for the views of others to participate in group discussion.</p>	<p>Understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Demonstrate respect and tolerance towards others/groups, and resolve differences by looking at alternatives, making decisions and explaining choices with support.</p>	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.</p> <p>Understanding the global impact of democracy and their role in supporting this.</p> <p>Recognise and describe the nature and consequences of anti-social behaviour, express ways of responding to it, and support others to do so.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices.</p> <p>Demonstrate respect and tolerance towards others/groups, and resolve differences by looking at alternatives, making decisions and explaining choices.</p>
Celebrating Differences	Children communicate their feelings to others, to recognise	Children will identify differences between people. Identify what	Children can recognise that differences and similarities between	Children can recognise that differences and similarities between people and understand

	<p>how others show feelings and how to respond.</p> <p>Children can identify what are the key characteristics and forms of bullying and developing strategies to resolve issues including family conflict.</p> <p>Children can identify different types of families and their similarities and differences.</p>	<p>makes us special and that we are all unique.</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Children will be able to recognise and challenge stereotypes.</p> <p>Children can identify, with support, some factors that affect how people think and feel.</p>	<p>people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability and that these can be sources of conflict/racism.</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Children can identify different types of bullying.</p> <p>Children can understand the impact of 'rumours' and 'name calling' and how this negatively affects the mental wellbeing of others.</p> <p>Children can appreciate that material wealth will not always lead to happiness.</p>	<p>that they can be sources of conflict but also reasons to celebrate.</p> <p>Pupils can recognise that people have different perceptions of normality (for example in culture, lifestyles, or relationships), and can demonstrate understanding, inclusion and empathy towards others who live their lives in different ways.</p> <p>Children can understand the different forms of visible and invisible disability and they can assertively challenge prejudice and discrimination.</p>
<p>Dreams and Goals</p>	<p>Children can manage and respond appropriately to a wide range of feelings.</p> <p>Demonstrate how to look after and save money through simple budgeting.</p> <p>Recognising and attempting to overcome any new, problematic challenges or obstacles that may arise in life.</p>	<p>To work both independently and collaboratively towards shared goals and celebrating these contributions from others.</p> <p>To overcome and learn from any disappointment or obstacles they may be faced with, by demonstrating resilience and maintaining a positive attitude (this may mean devising new goals)</p>	<p>Children can demonstrate the role money plays in their/other's lives. Discuss a range of jobs, explain how they will develop skills to work towards their dreams and ideal job in the future.</p> <p>To describe and appreciate the range of goals in different cultures in the United Kingdom.</p>	<p>They can recognise and reflect on their emotions in regard to personal achievements and success in all areas of life.</p> <p>Children can set and understand success criteria in order to achieve different goals and aspirations, both in and out of school.</p> <p>To recognise how the role of voluntary, community and</p>

	<p>To evaluate learning processes in order to achieve successes and prevent/overcome difficult challenges.</p> <p>To develop motivation and enthusiasm in learning in order to achieve dreams and ambitions.</p>	<p>To create realistic hopes and dreams and explaining what will need to be done in order to achieve these.</p>	<p>To understand a range of ways that others can be supported, particularly through varied charities.</p> <p>To develop the ability and strategies to motivate both themselves and others.</p>	<p>pressure groups can have an impact on making a difference in the world.</p> <p>To identify and use a range of strategies to become 'unstuck' and motivate in a range of situations.</p> <p>To give and receive compliments about the strengths of others.</p>
Healthy Me	<p>Children can make choices about food and exercise to develop healthy lifestyles.</p> <p>To recognise opportunities to make their own choices about food/ a balanced diet.</p> <p>To identify their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>To develop strategies for keeping themselves safe online safety.</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p>	<p>To reflect on and celebrate their achievements and inner strength.</p> <p>With support, list some commonly available substances and drugs that are legal and illegal (smoking, alcohol), describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p> <p>Children can recognise what makes healthy friendships and positive group dynamics.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs and how to make healthy choices.</p> <p>They can list the commonly available substances and drugs that are legal and illegal.</p> <p>Children recognise how images in the media do not always reflect a healthy body image and can affect how people feel about themselves.</p> <p>Understand what risks should children look for around substances and how do their friends influence behaviour and decision making.</p>	<p>Understanding when they are responsible for personal safety. Children can understand how to keep themselves safe.</p> <p>Understanding emotional and mental health and how they can ask for help.</p> <p>They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.</p> <p>To realise the signs, risks and consequences of exploitation and 'gang culture'.</p>

<p>Relationships</p>	<p>Children can recognise what constitutes a positive, healthy relationship and express appreciation for these different relationships.</p> <p>Children can recognise the different roles and responsibilities they have in relationships e.g. families and friendships.</p> <p>Pupils understand that their actions affect themselves and others.</p> <p>Children to develop an awareness of the similarities and differences in people's lives and how their lives are different to others.</p> <p>Children can recognise dangers on the internet and how to keep themselves safe.</p>	<p>Children can manage stronger emotions e.g. jealousy, love and loss and understand how these can impact relationships.</p> <p>Children can develop strategies to manage different relationships e.g. friendships, boyfriend/girlfriend relationships.</p>	<p>Children can understand their rights and responsibilities online and how to keep themselves safe e.g. following the SMARRT internet safety rules and protecting themselves from online grooming.</p> <p>Children can understand how to play online games safely and responsibly and understanding the risks of gambling.</p> <p>Children can develop strategies to reduce screen time.</p>	<p>Pupils can explain how to stay physically and mentally healthy.</p> <p>They can make informed choices to maintain their mental health and well-being, and can explain reasons for these choices. Children can identify sources of support.</p> <p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them.</p> <p>Children can develop strategies to use technology safely and take responsibility for their own technological use.</p>
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