Art Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Drawing			
Understands that they can use lines to enclose a space. Begins to use lines/shapes to represent objects	Uses lines to enclose a space. Uses lines/shapes to represent objects. Creates simple representation of events, people and objects. Holds a pencil correctly. Chooses particular colours for a purpose.	Creates a range of different drawings. Uses observational skills to create more accurate drawings. Uses images and symbols. Represent familiar objects by combining shapes. Adds detail. Colours own work neatly following lines. Draw lines of different sizes and thickness	Draws confidently from imagination, from life or given stimulus. Uses observational skills with increased accuracy. Shows pattern and texture by adding dots and lines. Adds detail to create different effects. Shows different tones using pencil and coloured pencils. Uses drawing as the starting point for work in other materials.
Painting (and Printing)			
Nursery	**Reception**	**Year 1**	**Year 2**
Explores colour and how it can be changed. Explores a variety of techniques including different tools to paint-hands, fingers, cotton buds.	Uses paint to create simple pictures and to represent objects and feelings. Explores and uses colour and explains how it can be changed.	Can use painting techniques for a given purpose. Uses thick and thin brushes. Mixes primary colours to make secondary colours.	Can creatively use painting techniques for a given purpose. Purposefully selects from a range of brushes. Can add white and black to colours to create tints and tones.

Begins to use objects, body parts, nature, to print to make patterns and/or make a picture	Selects colours for a purpose. Selects and uses a variety of techniques including different tools to paint-hands, fingers, cotton buds. Experiments to create different textures, adding in sawdust, glue and tissue to paints Can use objects, body parts, nature, to print to make patterns and/or make a picture	Experiments with tools and materials to create different effects. Can use repeating or overlapping shapes to print patterns or pictures	Mixes primary colours to make secondary colours. Demonstrates control when using colour. Purposefully experiments with tools and materials to create desired effects. Can press, roll, rub and stamp to create prints. Can select and use objects to create prints.
Sculpture and Collage			
Nursery	**Reception**	**Year 1**	**Year 2**
Explores how tools and materials can be used to create a 3D model. Shows interest in and begins to describes texture. Experiments to create a simple collage.	Uses tools and materials to build and construct their own model. Beginning to manipulate tools and materials to achieve a planned effect. Shows interest in and begins to describes texture. Experiments with tearing, cutting, scrunching and rolling to create a collage.	Learning to use a range of modelling materials, tools, and techniques (squeezing, pinching and rolling, joining) to make familiar or fantasy objects. Uses combination of materials that are cut, torn and glued to create collages.	Purposely selects and uses a range of modelling materials, tools, and techniques (squeezing, pinching rolling, cutting, joining, moulding) to make familiar or fantasy objects. Combines shapes, uses lines and texture. Purposefully uses a combination of materials that are cut, torn and glued to effectively collage and create desired effects.
Significant Artists			

Nursery	Reception	Year 1	Year 2
To have opportunities to look at the work/works of significant artists and be encouraged use this as a starting point for art based activities.	To have opportunities to look at the work/works of significant artists. To use this as inspiration for own artwork.	To learn about the life and work of significant artists. To use some of the ideas of the artists studied to create own pieces. To be able to contribute own ideas and opinions.	To learn about the life and work of significant artists. To be able to describe some of the features of the artwork seen. To make links between artists/artists (similarities, differences, personal preferences) To use some of the ideas of the artists studied to create own pieces. To be able to contribute own ideas and opinions.
Evaluating and Improving Own Work			
Nursery	**Reception**	**Year 1**	**Year 2**
To be able to describe what I've done.	To describe what I and others have done.	To reflect on how I could improve.	To be able to reflect upon what I and others can do to improve.

Computing Progression of Skills Map

EYFS		Key Stage 1	
Using Technology			
Nursery	**Reception**	**Year 1**	**Year 2**
Recognise some technology that is used in places such as homes and schools Begin to use simple technology to operate toys	Understand and recognise the types of technology and its particular purpose Begin to use a keyboard to write name Begin to use a keyboard to type in username and password	Use keyboard to write name with a capital letter. Use a range of technology and talk about its uses Use a keyboard to type in username and password Save work and retrieve when needed Use a keyboard or a word bank on a device to enter text	Select appropriate technology and describe how it works in different contexts Input username, passwords and save and retrieve work Edit and copy information using a variety of media Use keyboard to add, delete and space text for others to read Recognise common uses of information technology beyond school
Algorithms and Programming			
Nursery	**Reception**	**Year 1**	**Year 2**
Move a robot (beebot) forwards and backwards	Use a range of control toys and devices	Give and follow instructions – forwards/backwards Describe what happens when buttons on a robot are pressed Use the word algorithm	Give instructions and follow instructions – forwards, backwards, turn Know the order of things to make something happen Program a robot to do a particular task

		Use the word 'debug' when correcting mistakes and when programming Use apps to create movement and patterns on a screen	Use programming software to make objects move Spot where it goes wrong and debug it
Handling data			
Nursery	**Reception**	**Year 1**	**Year 2**
Collect and handle data as a class	Insert data into a class pictogram Answer simple questions relating to the pictogram	Enter information into a template to make a graph Answer questions relating to the graph	Present data in different ways Use a branching database to answer questions Use a data logger to monitor changes and talk about information
Creating and communicating			
Nursery	**Reception**	**Year 1**	**Year 2**
Explore sounds Use digital device to take a photograph	Use a simple paint programme with increasing mouse control Experiment with a range of technology such as cameras, computers, ipads, voice recorders etc	Draw on screen images Create an image relating to topic covered in class and add title Record video Record people's voices Predict the behaviour of simple programs Take photographs	Send individual emails in a controlled environment and reply Word process, changing font, font size, colour Cut, copy and paste on to a document Add images Capture and download images from a camera/device
E-Safety			
Nursery	**Reception**	**Year 1**	**Year 2**

Speak to an adult about what they have seen Say if something on the internet makes them feel bad Learn e-Safety song (Smartie the Penguin)	Talk about what they are doing on the computer Say if something on the internet makes them feel bad Speak to an adult about what they have seen Learn e-Safety song (Smartie the Penguin)	To know how to act if they find inappropriate content Understand why passwords shouldn't be shared Follow the school's safer internet rules Know that information is personal and should not be shared online	Evaluate websites and know that everything on the internet is not true Tell a trusted adult if someone they don't know tries to contact them via the internet Send and receive emails safely

Design and Technology Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Design			
Represents their own ideas, thoughts and feelings May have a purpose in mind before making	Represents their own ideas, thoughts and feelings Has a purpose in mind before making Understands that media can be combined to create new effects Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Generates own ideas Learning to use pictures (with some labelling) to plan with a purpose in mind Designs a specific product following a given design criteria	Generates own creative ideas Uses pictures, words and diagrams to plan (in some detail) with a purpose in mind Designs purposeful, functional and appealing products following a given design criteria
Make			
Nursery	**Reception**	**Year 1**	**Year 2**
Uses various construction toys and materials. Begins to construct stacking blocks vertically and horizontally. Joins construction pieces together to build,	Purposefully uses various construction toys and materials. Learning to select appropriate materials and adapts where necessary	Communicates what they are making and beginning to explain why Can select tools and equipment to cut, shape, join and finish Can select materials and explain why they are being used	Communicates what they are making and explain why. Can purposefully select the most appropriate tools and equipment to cut, shape, join and finish. Can select the most appropriate materials based on their characteristics.

balance or create an enclosure. Begins to select appropriate materials and adapts where necessary Begins to select appropriate tools and techniques needed to shape, cut, join and finish Begins to use and explore a variety of materials, tools and techniques Beginning to safely handle tools, objects, construction and malleable materials	Learning to select appropriate tools and techniques needed to shape, cut, join and finish Learning to use and explore a variety of materials, tools and techniques Handles tools, objects, construction and malleable materials with increasing control Can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Beginning to measure materials (using comparison, standard or non standard units) Learning to Assemble, join and combine materials and components.	 Can measure, mark out, cut and shape materials. Can assemble, join and combine materials and components.
Technical Knowledge			
Nursery	**Reception**	**Year 1**	**Year 2**
Uses tools, objects, construction toys, and malleable materials… e.g. Scissor skills, tweezers, hole punches, tongs, split pins, elastic bands Plays with and shows interest in toys with moving parts including knobs or pulleys	Selects and uses tools, objects, construction toys, and malleable materials with increasing control Confidently operates toys with moving parts including knobs or pulleys	Begins to describe how existing products work. Assembles and joins materials in different ways. Considers how to make structures stronger, stiffer and more stable. Uses levers/slides in their work.	Describes how existing products work with greater understanding. Assembles and joins materials in different ways. Explores how structures can be made stronger, stiffer and more stable. Uses and discusses the movement of levers, sliders, wheels and axels.

		Using some of the correct technical vocabulary for the projects they're undertaking (join, hinge, fasten, pulley)	Uses the correct technical vocabulary for the projects they're undertaking (join, hinge, fasten, pulley)
Cooking			
Nursery	**Reception**	**Year 1**	**Year 2**
Can name some healthy foods Begins to understand where food comes from	Understands why it is important to wash hands before working with food. Can name different healthy foods Begins to understand where food comes from	Can say where food comes from and name healthy foods Can explain why food hygiene is important Can describe the texture of food Can cut food safely	Can explain why it is important to have a healthy, balanced diet. Understands the 5 major food groups. Follows procedures for safety and hygiene. Can use techniques such as cutting, peeling and grating
Evaluating and Improving			
Nursery	**Reception**	**Year 1**	**Year 2**
Can talk about their own work	Can talk about their own work (how they made it and what materials they used) Beginning to use the correct language for designing and making (build, join, shape, longer, shorter, lighter, heavier, stronger)	Begins to make simple judgements about their own work and others work using design criteria. Begins to suggest how their product could be improved.	Can describe what went well with their work Can say what they would do differently if they did it again and why. Can evaluate their own work and others work using the design criteria Can explore and evaluate existing products

Geography Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Location Knowledge			
To name places in my day-to-day life and places that I may visit with my family. To navigate my way around the school environment with support. (inside and outside) To begin to describe the position of things using words alone.	To name places in my personal environment, the places I visit in my day-to-day life and places that are special to my family. To name some countries that are significant to my family. To navigate and simply describe my way around the school environment (inside and outside) with increasing independence and confidence. To describe the position of things using words alone.	To name the 7 continents of the world. To name and locate the four countries of the United Kingdom, name their capital cities, and identify their flags. To name and locate what continent, country, and town I live in. To locate the equator and North and South Poles to describe what the climate is like and compare that to where I live. To use technology to find out the location of places in the world. (Google earth)	To name and locate the 7 continents of the world and name and locate the 5 oceans of the world. To name and locate the surrounding seas of the United Kingdom. To identify the cities in the contrasting countries of the United Kingdom. To use maps and atlases, and globes to identify the hottest and coldest places in the world and make **predictions** about the climate might be like.
Place Knowledge			
Nursery	**Reception**	**Year 1**	**Year 2**
To begin to show an awareness of other countries through my own experiences and listening to stories. (RTC) To begin to be aware that there are different countries in the	To understand that there are different countries in the world and talk about the differences they have experienced or seen in photos or read in stories.	To name the 5 Oceans. To name the 7 continents and some countries.	To draw comparisons between life in the United Kingdom and another non-European country through: Studying pictures/videos of two differing localities, make comparisons between life in the UK and the place.

world and talk about the differences they have experienced through looking at photos or reading books and listening to stories.	To use technology to look at photos of places around the world. To discuss and ask questions about different things in my local area.	To describe what it is like to live in another country and compare it to where I live. To use technology to find information about different places.	To discuss features of the Oceans such as size, flora and fauna and climate. To discuss features of the continents such as size, flora and fauna and climate. To ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle? To draw pictures to show how places are different and write comparatively to show the difference. To express my own views on a place or environment and give reasons to support this.
Physical Geography			
Nursery	**Reception**	**Year 1**	**Year 2**
To observe the natural environment: weather changes and seasonal changes. To begin to use everyday vocabulary to name common physical features.	To use everyday vocabulary to name common physical features. To observe the weather and seasonal changes and understand the need for different outfits for different types of weather.	To can describe the weather and talk about describe the changes in clothing for type of weather. To record and make predictions about the rainfall. To use geographical vocabulary to describe physical features.	To describe the different types of weather and how they link to the seasons. To name and sequence the four seasons and know what months the seasons cover. To recognise and briefly describe the following: beach, cliff, coast, forest, hill,

			mountain, sea, ocean, river, soil, valley using geographical vocabulary. To understand that different countries have different climates using the Equator, North and South Poles to support with this. To use geographical vocab to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To understand the term physical features.
Human Geography			
Nursery	**Reception**	**Year 1**	**Year 2**
To begin to use everyday vocabulary to name common human features. To begin to show an awareness and respect for different cultures and to begin to notice that there are similarities and differences between life in this country and other countries through fiction stories and non- fiction stories.	To use everyday vocabulary to name common human features. To show respect for different cultures and will notice that there are similarities and differences between life in this country and other countries through fiction stories and non-fiction stories.	To use geographical vocabulary to describe human features such as: (see key vocabulary) To describe some similarities and difference about how people live in a different place. To discuss the importance of looking after the world (anti littering, recycling, saving water, animal protection, rainforest conservation).	To recognise and use geographical vocab to refer to key human features, including city, town, hamlet, village, factory, farm, house, office, port, harbour and shop. To explain the impact humans have on the environment and discuss ways we can protect the earth and feel empowered to make a difference.
Geography Skills and Fieldwork			

Nursery	Reception	Year 1	Year 2
To use my senses in hands-on exploration of natural materials. With support record what I see around me by drawing pictures of animals and plants.	To use my senses in hands-on exploration of natural materials. To draw and interpret information from a simple map. To describe a route or location of something. To use simple directions to guide someone on a route. To use technology to record objects I observe in nature. To look at a globe and notice the difference between the land and the oceans.	To observe and record seasonal changes and weather changes using diagrams and data collection. To use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right, To make a simple map of my route to school including a key.	To use the four compass points to express simple directions. To use locational and directional language to describe the location of features and routes on a map. To draw my own maps, include a key on a map using my own symbols. To recognise a familiar place from aerial photos. To draw simple diagrams with labels. To compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.
Geographical Enquiry			
Nursery	**Reception**	**Year 1**	**Year 2**
To begin to explore differences, similarities, and patterns in nature by looking at the weather, changing seasons and natural materials. To begin to ask questions about the world with support.	I can explore differences, similarities and patterns in nature by looking at the weather, changing seasons and natural materials. I can ask questions about the world.	With support collect data about my local area through an enquiry question e.g. record the amount of litter we find around the school and local area. To begin to ask questions about the world and my local area.	To collect data about my local area through an enquiry question using a table and use this to explore ways of improving my local environment. To ask questions about the world and my local area.

	To use technology to gather information about my environment. I will use simple directions to guide someone on a route. I will use technology to record objects I observe in nature. I can look at a globe and notice the difference between the land and the oceans.	To say what I like/ do not like about my local area and feel empowered to make a change. To gather information using different resources. (maps, atlases, globe, ICT, non-fiction books, data collection)	To express an opinion about what I like/ do not like about my local area and suggest improvements. To gather information using different resources. (maps, atlases, globe, ICT, non-fiction books, data collection)

History Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Historical Interpretations			
To use every day historical vocabulary to understand different points of view. (RTC) To ask questions to develop my historical understanding. (RTC)	To use every day historical vocabulary to understand different points of view. (RTC) To ask questions to develop my historical understanding. (RTC)	To use every day historical vocabulary to understand different points of view. (RTC) To ask questions to develop my historical understanding. (RTC) To show knowledge of my own history and family history. To show knowledge of dinosaurs and why they are an important part of history. To show knowledge of fossils and why they are an important part of history. To show knowledge of past and present monarchs.	To use every day historical vocabulary to understand different points of view. (RTC) To ask questions to develop my historical understanding. (RTC) To show knowledge of castles and why they are significant in History. To show knowledge of the continent Africa and why it is important in History. To show knowledge of the continent Antarctica and why it is significant in History.
Chronological understanding			
Nursery	**Reception**	**Year 1**	**Year 2**
To sequence pictures and/or objects over time to show my historical understanding. (RTC)	To sequence pictures and/or objects over time to show my historical understanding. (RTC)	To sequence pictures and/or objects over time to show my historical understanding. (RTC)	To sequence pictures and/or objects over time to show my historical understanding. (RTC) To create timelines to show my understanding of chronological order. (RTC)

		To create timelines to show my understanding of chronological order. (RTC) To create a family tree to show my understanding of my family history.	
Understanding of Significant Historical Events			
Nursery	**Reception**	**Year 1**	**Year 2**
N/A	N/A	To show an understanding of the Great Fire of London and why it is a significant event in history.	To show understanding of the Battle of Hastings and why it is a significant event in History. To show understanding of the Gunpowder Plot and why it is a significant event in History.
Understanding Significant People			
Nursery	**Reception**	**Year 1**	**Year 2**
To show knowledge of King Charles III. To explore differences, similarities and patterns between King Charles III and my life. To ask questions about King Charles III.	To show knowledge of Amelia Earhart. To ask questions about Amelia Earhart. To show knowledge of Wangari Maathai. To ask questions about Wangari Maathai.	To show knowledge of Maggie Aderin-Pocock. To ask questions about Maggie Aderin-Pocock. To show knowledge of Samuel Pepys. To ask questions about Samuel Pepys. To show knowledge of Harriet Tubman. To ask questions about Harriet Tubman.	To show knowledge of Guy Fawkes and why he was significant. To ask questions about Guy Fawkes. To show knowledge of Harriet Tubman and why she is significant. To ask questions about Harriet Tubman. To show knowledge of Pablo Picasso and why he was significant.

		To show knowledge of Mary Anning. To ask questions about Mary Anning. To show knowledge of Henri Rousseau. To ask questions about Henri Rousseau. To show knowledge of Claude Monet. To ask questions about Claude Monet. To show knowledge of Queen Victoria, Queen Elizabeth II and King Charles III. To ask questions about Queen Victoria, Queen Elizabeth II and King Charles III.	To ask questions about Pablo Picasso. To show knowledge of David Attenborough and why he is significant. To ask questions about David Attenborough. To show knowledge of Jacques Cousteau and why he was significant. To ask questions about Jacques Cousteau.
Understanding Changes in the Past			
Nursery	**Reception**	**Year 1**	**Year 2**
To explore differences, similarities and patterns in my own family history. To explore differences and similarities in old toys used in the past. To ask questions about old toys.	To explore differences, similarities, and patterns in my own family history. To explore similarities and differences between my life in the past to my life in the present.	To explore differences, similarities and patterns between past and present families. To explore differences, similarities and patterns between past and present homes. To explore differences, similarities and patterns between past and present toys.	I can explore differences, similarities and patterns in castles from the past and present and possibly future. I can explore differences, similarities and patterns in past Africa and Present Africa. I can explore differences, similarities and patterns in past Antarctica and Present Antarctica.

	To explore similarities, differences and patterns between past and present homes. To ask questions about past homes and lifestyles.	To explore differences, similarities and patterns between past and present monarchs.	I can compare artefacts from then and now to show my understanding of past and present. (RTC)

Music Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Expressive and Creative Use of Voices			
To join in with and to begin to sing a growing repertoire of songs. To sing echo songs and perform movements to a steady beat.	To join in and sing familiar songs - including Nursery rhymes and action songs. To sing echo songs and perform movements to a steady beat. To explore how to use the voice to create loud and soft sounds	To explore the use of the voice in different ways such as speaking, singing and chanting. To explore how the voice can produce rhythm and pulse, high and low pitch to create different effects. To sing with some expression and confidence to an audience.	To sing a range of songs melodically. To understand that sounds can be represented by symbols. To use voice to produce rhythm and pulse, high and low pitch to create different effects. To begin to use voice to improvise. To perform songs with expression, confidence and create dramatic effect.
Playing tuned/un-tuned instruments musically			
Nursery	**Reception**	**Year 1**	**Year 2**
To explore the different sounds of instruments. Naming and playing in different ways percussion instruments.	To explore the different sounds of instruments. To understand how to hold and play an instrument with care. To choose an instrument to create a specific sound.	To play instruments showing an awareness of the role of others. To repeat and explore simple beats and rhythms To learn to play sounds by linking these with symbols/basic notation.	To perform simple patterns and accompaniments keeping a steady pulse. To recognise and explore how sounds can be organised in different ways. To recognise and explore how sounds can be organised.

		To understand how to play an instrument with care and attention	
Listening			
Nursery	**Reception**	**Year 1**	**Year 2**
To listen to and respond to range of sounds in the environment with voice or through movement.	To listen to and respond to music including with whole body movements. To respond to different moods in a musical score.	To understand that sounds can represent different things (ideas, thoughts, feelings, moods etc). To begin to reflect on music and describe how it makes others feel, act and move. Respond to different composers and different genres of music. To begin to describe a piece of music they have listened to (fast, slow, what instruments, how it makes them feel)	To notice how music can be used to create different moods and effects and to communicate ideas. To reflect on a piece of music and describe how it makes others feel, act and move. Respond to a wider range of different composers and different genres of music. To describe a piece of music they have listened to (fast, slow, what instruments, how it makes them feel)
Improvisation			
Nursery	**Reception**	**Year 1**	**Year 2**
To begin to experiment with creating, selecting, combining sounds using different instruments including voice.	To experiment with creating, selecting, combining sounds using different instruments including voice. Experiment performing songs and music together with body movements to a steady beat	To create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc). Explore own ideas demonstrating some creativity.	To use sounds to create a simple sequence or pattern. To explore how sounds can be used to create an effect To explore own ideas in a creative way.

Evaluating and Improving			
Nursery	**Reception**	**Year 1**	**Year 2**
To be able to describe what I've done.	To describe what I and others have done.	To reflect on how I could improve.	To be able to reflect upon what I and others can do to improve.

Religious Education Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Beliefs and practices			
I can say what practices are in my family I can share a practice from my family I know people live differently	I can say what practices are in my family I can share a practice from my family I know people live differently	I can name key festivals I can tell a religious story I can name some rituals linked to religions, e.g baptism	I can name key festivals and say which religion they belong to. I can explain the meanings behind religious rituals I can name 4 religions
Sources of wisdom			
Nursery	**Reception**	**Year 1**	**Year 2**
I can listen to a faith story	I can name the main people in a faith story I can retell a faith story	I can talk about and discuss a faith story. I can retell a religious story	I can ask questions about some faith stories I can talk the morals within faith stories I can make links between religions. Noticing similarities and differences.
Symbols and actions			
Nursery	**Reception**	**Year 1**	**Year 2**
I can recognise the symbol of my faith I can talk about the religious building my family go to.	I can talk about the symbol for Christianity.	I can identify the symbols for Christianity and Islam	I can identify similarities and differences in religions. I can explain religious meanings in ceremonies.

	I can name the religious buildings where Christians and/or Muslims worship.	I can give at least 2 examples of symbols and actions explaining how and why they express religious meaning;	I can give at least three examples of symbols and actions explaining how and why they express religious meaning;
Prayer, worship and reflection			
Nursery	**Reception**	**Year 1**	**Year 2**
I can communicate through talk or gesture about prayer.	I can experience periods of stillness and reflection	I can understand the purpose of prayer. I can explore how and where worshippers connect to prayer and worship	I can understand the purpose of prayer. I can explore how and where worshippers connect to prayer and worship I can participate in periods of stillness and reflection
Identity and Belonging			
Nursery	**Reception**	**Year 1**	**Year 2**
I can show awareness of things and people that matter to them and link this to learning in RE.	I can show awareness of things and people that matter to them and link this to learning in RE	I can talk with others about how groups express who they are and how individuals belong to communities, including faith groups.	I can talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why.
Ultimate Questions			
Nursery	**Reception**	**Year 1**	**Year 2**
I can use imagination and curiosity to develop their wonder of the world and ask questions about it	I can use imagination and curiosity to develop their wonder of the world and ask questions about it	I can ask and answer a range of 'how' and 'why' questions	I can ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions
Human responsibility and values			
Nursery	**Reception**	**Year 1**	**Year 2**

I can explore how people show concern for each other and the world around them	I can explore how people show concern for each other and the world around them	I can tell stories and share real life examples of how people show care and concern for humanity and the world	I can tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this
Justice and Fairness			
Nursery	**Reception**	**Year 1**	**Year 2**
I can understand what is right and wrong	I can understand what is right, wrong and fair	I can explain the influence of rules	I can explore moral stories and consider what is right and wrong, just and fair

Science Progression of Skills Map

EYFS		Key Stage 1	
Nursery	**Reception**	**Year 1**	**Year 2**
Planning			
Question why things happen.	Ask questions about aspects of their familiar world. Generate a variety of ideas for testing (not always appropriate/realistic)	Recognise the difference between a statement and a question. Begin to shape questions using different question stems. Decide which questions can be answered practically and which cannot. Suggest next steps, or a sequence of steps, in a plan.	With support, suggest their own questions that they might investigate. Decide independently simple questions that could be answered practically and some that cannot.
Observing			
Nursery	**Reception**	**Year 1**	**Year 2**
Closely observe what animals, people and vehicles do. Use senses to explore the world around them.	Measure by direct comparison. Use non-standard units of measurement. Use simple comparative vocabulary – bigger, smaller. Make general sensory observations of animals and plants.	Begin to choose appropriate equipment to use to make observations. Follow simple instructions for using equipment correctly and safely. Make relevant observations in familiar contexts. With support, take some non-standard measurements.	Choose appropriate equipment from a selection. Follow instructions for using equipment, sometimes working independently of adult support. Make relevant observations. Take non-standard measurements.

	Make simple descriptions of the world around them. Look at objects and pictures and discuss what they can see.		Begin to use basic equipment for measuring length or mass, in standard units.
Recording			
Nursery	**Reception**	**Year 1**	**Year 2**
N/A	Talk about objects and events. Make simple recordings – pictures/images.	Use drawings and labels to present evidence. With support, use prepared simple tables and charts, including ICT forms.	Use drawings and labels to present evidence. Use prepared tables and block graphs, including ICT forms.
Concluding			
Nursery	**Reception**	**Year 1**	**Year 2**
Build up vocabulary that reflects the breadth of their experience. Use talk to connect ideas, explain what is happening and anticipate what might happen next. Recall and relive past experiences.	Notice 'which worked best' – simple comparative statements. Answer initial questions simply. Answer how and why questions about their experiences.	Describe simple observations of an object/s or of an event and with support make a simple comparison. With support, recognise the links between cause and effect in simple, familiar situations.	Describe what has happened, making comparisons where appropriate. With support, sequence results, e.g. from smallest to largest. Recognise the link between cause and effect in simple, familiar situations. Begin to notice simple patterns in results.
Evaluating			
Nursery	**Reception**	**Year 1**	**Year 2**
N/A	N/A	Review my work and with support, recognise some of the difficulties encountered.	Review my work and recognise some of the difficulties encountered.

			With support, suggest how these might have been avoided.