



Progression of skills for learning

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Independent learning	Resources available on the table for children to refer to, for example in labelled trays. Begin some self-selection of tasks.	Reminders to access equipment for maths and English word banks out on the tables. Told to refer to working wall for help before asking an adult. Encourage some self-selection of tasks.	Vocabulary books used in class. Reminders to access resources given. Reminders to refer to working wall for help before asking an adult. Incentivise bringing in homework early e.g. team points. Alternative arrangements available for children who struggle to complete home learning at home. Children self-select more accurately and challenge themselves with encouragement.	Build up independence to get resources themselves. Reminders to refer to working wall for help before asking an adult. Incentivise bringing in homework early e.g. team points. Alternative arrangements available for children who struggle to complete home learning at home. Children self-select accurately and challenge themselves with encouragement	Expectation to look at working wall before asking an adult. Homework to be handed in without reminders. Alternative arrangements available for children who struggle to complete home learning at home. Children challenge themselves without adult prompting and are able to self-select accurately	Add their own ideas to their folders in their trays with word banks etc. Expectation to look at working wall before asking an adult. Homework to be handed in without reminders. Alternative arrangements available for children who struggle to complete home learning at home. Children challenge themselves without adult prompting and are able to self-select accurately
Peer/self-assessment	Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives. Introduction to peer assessment usually in maths sessions first. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.		Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives. Self and peer assessment used more widely across the curriculum. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.		Cold and hot writes completed at the beginning and end of all literacy units / genres allowing teacher assessment and self-assessment against given objectives / objectives derived by the children based on their targets and next steps. Self-assessment used regularly in maths. Self-assessment grids, with criteria for children to make judgements against, used across the curriculum. Regular opportunities for peer assessment with peers feeding back successes and areas for further development. Traffic lights used on all written learning, ticked by the children to show their self-assessment against the objective.	
Correcting spellings	Adult finds incorrect spellings and highlights these to the children using sp. Children supported to correct spellings as appropriate.	As the year progresses, sp is replaced by a feedback comment asking the children to check their spelling. Children independently correct CVC and age appropriate vocabulary. Adults correct more ambitious vocabulary. Dictionaries available to support spelling skills.	Children independently check their writing and correct high frequency words and age appropriate vocabulary. Spelling errors within more ambitious vocabulary are highlighted to the children to enable them to self-correct. Electronic spellcheckers, dictionaries and thesauruses available to support spelling skills. Vocabulary books provided so that children can request the spelling of more ambitious or unfamiliar spellings. Spelling activities form part of the weekly home learning. Purple pens are introduced for editing / improvement of vocabulary choices.		Children independently check their writing and correct age appropriate vocabulary. Spelling errors within more ambitious vocabulary are highlighted to the children to enable them to self-correct with the aid of a dictionary. Purple pens are used consistently to edit and improve written work.	Children look for spelling mistakes independently and use resources to correct errors. Purple pens are used consistently to edit and improve written work.



Progression of skills for PE

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Dance	<p>Copies and explores basic movements and body patterns</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>

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Gym	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Self and peer evaluation</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>Self and peer evaluation</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Self and peer evaluation</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Self and peer evaluation</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Self and peer evaluation</p>

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Games	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>

	Year 1 & 2		Year 3 & 4		Year 5 & 6
Athletics	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. Can use equipment safely	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor Adventurous Activities	-	-	Develops listening skills. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. The Year 5/6 residential trip, undertaken annually, is planned to fulfil the OAA curriculum.
Swimming			Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.		
Evaluation	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.		Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
Healthy Lifestyles	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.



Progression of skills for geography

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Kent.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place Knowledge	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 using Barnaby Bear/class bear.	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 concentrating on islands and sea sides	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	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.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
Human & Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to:	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	Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on

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	Key physical features, including: forest, hill, mountain, soil, valley, vegetation,. Key human features, including: city, town, village, factory, farm, house, office.	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Types of settlements in modern Britain: villages, towns, cities.	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.	energy (link with coal mining past History and eco-power in D&T)
Geographical Skills & Field work	Use world maps, atlases and globes to identify the United Kingdom and its countries. 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..	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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Progression of skills for history

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Chronological understanding	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and Depth of Historical understanding	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of History	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

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Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.	



Progression of skills for RE

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Believing	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own. <p>1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Talk about simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. 	<p>1.1 Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about how the Mezuzah in the home reminds Jewish people about God. • Talk about Shabbat and why it is special to Jewish people. Give examples of what they may do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God and what it means. • Ask some questions about belief in God and some ideas of their own. <p>1.2 What can we learn from sacred books?</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith, suggest the meaning of these stories • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Talk about issues of good and bad, right and wrong arising from the stories. 	<p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>L2.2 Why is the Bible important for Christians today?</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 	<p>L2.3: Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or non religious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

	Year 1 & 2	Year 3 & 4	Year 5 & 6	
Expressing	<p>1.5 What makes some places sacred?</p> <ul style="list-style-type: none"> Identify stories, special objects and symbols from places of worship and their meaning. Discuss the use of music in worship. Articulate questions in a variety of places of worship. 	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Identify Christian celebration and be able to re-tell stories in connection with these celebrations. Make links with Christian festivals and festivals in other religions. Discuss why these celebrations are important to the followers of faith <p>L2.4 Why do people pray?</p> <ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>L2.5 Why are festivals important to religious communities</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<p>L2.6: Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1) 	<p>U2.4: If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2).

	Year 1 & 2	Year 3 & 4	Year 5 & 6			
Living	<p>1.7 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and other religions, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols. • Identify two ways people show how they belong to each other. • Respond to examples of co-operation between different people. 	<p>1.8 How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden rule'. • Use creative ways to express their own ideas about the creation story and what it says God is like. 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	<p>L2.8: What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>L 2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3) 	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1) 	<p>U2.7: What matters most to Christians and to Humanists?</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Consider similarities and differences between beliefs and behaviour in different faiths (B3).



Progression of skills for art

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition)
Printing	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing 	<ul style="list-style-type: none"> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste 	<ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently
Textiles/ collage	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> Use a variety of techniques, inc. weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Create textured collages from a variety of media. Make a simple mosaic. Stitch, knot and use other manipulative skills 	<ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc 	<ul style="list-style-type: none"> Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. 	<ul style="list-style-type: none"> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
3 D form	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. Plan, design and make models 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man- made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
Breadth of study	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and design 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions 	<ul style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions



Progression of skills for music

	Year 1 & 2		Year 3 & 4		Year 5 & 6	
Singing songs with control and using the voice expressively	Sing a melody accurately at their own pitch	Recognise phrase length and know when to breathe.	Sing with awareness of pulse and rhythm	Understand how mouth shapes can affect voice sounds	Sing songs with increasing control of breathing, posture and sound projection	Sing a round two parts and identify the melodic phrases and how they fit together.
Listening, memory and movement	Responds physically when performing music.	Respond physically when composing music.	Explore and choose different movements to describe.	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Internalise short melodies and play these on pitched percussion (by ear).	Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	Accompany a chant song by clapping the rhythm	Identify long and short sounds in music.	Perform a repeated pattern to use a steady pulse.	Identify and recall rhythmic and melodic patterns.	Improvise rhythm patterns.	Perform an independent part keeping to a steady beat
Exploring sounds, melody and accompaniment	Identify and name classroom instruments.	Create and choose sounds in response to a given stimulus.	Explore and perform different types of accompaniment.	Explore different melodic patterns	Comment on how sounds are used to create different moods.	Select different melodic patterns.
Control of instruments	Play untuned instruments with control.	Create sound effects.	Select instruments to describe visual images.	Identify melodic phrases.	Identify melodic phrases and play them by ear.	Create different effects using combinations of pitched sounds.
Composition	Contribute to the creation of a class contribution.	Create and choose sounds in response to a given stimulus.	Create music that describes contrasting moods/emotions.	Create an accompaniment to a known song.	Identify different starting points for composing music.	Explore, select and combine a variety of different sounds to compose a soundscape
Reading and writing notation	Create long and short sounds using classroom instruments.	Play and sing a notated phrase.	Make their own symbols for notation	Make their own symbols for notation as part of a class score.	Sing songs using notation of their own.	Sing songs using staff notation.
Performance skills, evaluating and appraising	Perform and be part of an audience.	Recognise the need for performance and audiences.	Explore the way that performers are a musical resource.	Recognise how music can reflect different intentions	Present performances effectively.	Show an awareness of audiences, venue and occasion.



Progression of skills for science

	Year 1 & 2	Year 3 & 4	Year 5 & 6	
	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests 	<ul style="list-style-type: none"> • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments



Progression of skills for MFL

	Year 1 & 2	Year 3 & 4	Year 5 & 6
		<p>Listen to spoken language and show understanding by joining in and responding.</p> <p>Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures, present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, some phrases and simple writing.</p> <p>Share stories, songs, poems and rhymes in the language.</p>	<p>Listen to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; speak in sentences, using familiar vocabulary, phrases and basic language structures, present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Recall stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p>