



Autumn	Spring	Summer
Yellow	Pink	Green

Toftwood Infant and Junior School Federation Curriculum and Skills Progression

Last updated 1/10/24

Toftwood Infant and Junior School Federation



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Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they talk about the lives of the people around them and their roles in society?				Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?				Do they show they understand the past through settings, characters and events encountered in books read in class and storytelling?			

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 1

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they put at least 3 pictures/ artefacts or events in chronological order? CU	Yellow	Pink		Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? CU	Yellow	Pink	Green	Can recount personal history and events or changes that have happened? KU	Yellow		Green
Can they look at books to find out about the past? HI			Green	Do they know that some objects belong to the past? HU	Yellow		Green	Can find out more about a person or event from the past.	Yellow	Pink	Green

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they ask relevant questions using a range of artefacts/ photographs provided? HU		Pink	Green	Can they find out more about a person or event from the past through their own research? HI	Yellow	Pink	Green				

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 2

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they identify some ways that people have impacted upon our lives? HI	Yellow	Pink		Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? KU	Yellow		Green	Can they begin to identify objects from the past and the main differences between old and new objects? HU	Yellow		
Can they use a timeline to place important events? CU	Yellow	Pink	Green	Can they use books, pictures and the internet to find out about the past? HI		Pink	Green	Can they ask questions about the past? HU	Yellow	Pink	Green

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they research the past using multiple sources and summarise the key points? HI	Yellow	Pink	Green								

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 3

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they ask and answer questions about old and new objects? HU	Yellow	Pink		Can they spot old and new things in a picture? HU	Yellow	Pink	Green	Can they answer questions using an artefact/ photograph provided? KU	Yellow	Pink	
Can they give a plausible explanation about what an object was used for in the past? HI	Yellow	Pink		Can they find out more about a person or event from the past from a given source? HU	Yellow	Pink	Green	Describe dates of and order significant events from the period studied? CU	Yellow	Pink	Green

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they begin to use more than one source of information to bring together a conclusion about an historical event? HI	Yellow			Can they use specific search engines on the Internet to help them find out information? HI	Yellow						

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 4

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they research what it was like for a person in a given period from the past using primary and secondary sources? HU	Yellow	Pink		Can they give more than one reason to support an historical argument? HI	Yellow	Pink		Can they order significant events and dates on a timeline? CU	Yellow	Pink	Green
Describe differences and similarities between people, events and artefacts studied? KU	Yellow			Can they look at different versions of the same event in history and identify differences? HI		Pink	Green				

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they research two versions of an event and say how they differ? HI		Pink									

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 5

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? HU				Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? HU				Can they describe how historical events affect/influence life today? KU			
Can they order significant events, movements and dates on a timeline? CU				Can they evaluate evidence to choose the most reliable form? HI							

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? HE											

Skills Map for Enquiry

Historical Enquiry

Pupils will be taught: Historical Interpretation (**HI**), Knowledge and Understanding of events, people and changes in the past (**KU**), Chronological Understanding (**CU**), Historical Understanding (**HU**)

Year 6

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they suggest why there may be different interpretations of events? HI	Yellow		Green	Can they identify and explain their understanding of propaganda? HI	Yellow			Can they suggest why certain events, people and changes might be seen as more significant than others? KU	Yellow		Green
Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? HU	Yellow		Green	Can they identify and compare changes within and across different periods? CU			Green				

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? HI			Green								

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.				Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.				Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.			
Explore the natural world around them, making observations and drawing pictures of animals and plants.				Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.				Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.			

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 1

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can identify what they like and don't like about a locality? GE	Yellow	Pink		Can they answer questions using different resources, such as books, the internet and atlases/maps? GE	Yellow	Pink	Green	Can they think of a few relevant questions to ask about a locality? GE	Yellow	Pink	Green
Can they answer questions appropriately about topics, such as the weather, climate, and locations? HP		Pink	Green	Can they make plausible predictions about their geographical learning, e.g. the weather? HP		Pink		Can they use simple compass directions (N, S, E and W)? GS		Pink	

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they make plausible predictions about their geographical learning and give reasons? GE		Pink	Green								

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 2

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they label a diagram or photograph using some geographical words? GE				Can they find out about a locality by using different sources of evidence? <i>E.g. photographs, films, maps, books, the internet.</i> PK				Can they find out about a locality by asking some relevant questions? GE			
Can they compare what they like and don't like about two contrasting localities? PK				Can they use simple compass directions (N, S, E and W) and locational and directional language (e.g. near, far, left and right) to describe the location of features and routes on a map? GS				Can they name and locate the four countries and capital cities of the United Kingdom? LK			
Can they locate the worlds 7 continents and oceans? LK								Can they use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; (local walk) GS			

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they make geographical inferences through using different sources, such as a weather chart? HP				Can they make plausible predictions using geographical vocabulary? <i>E.g. weather, climate, transport, equator?</i> HP							

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 3

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they use correct geographical words to describe a place and the events that happen there? GE	Yellow	Pink	Green	Can they identify key features of a locality by using a map? LK	Yellow	Pink	Green	Can they begin to use simple 2-figure grid references? (letter number) GS	Yellow	Pink	Green
Can they accurately plot 8 point compass directions on a map? GS	Yellow	Pink	Green	Can they use some basic map symbols? GE	Yellow	Pink	Green	Can they present their research? E.g. reports, brochures, drama, art PK	Yellow	White	Green

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they use correct geographical words to describe the impact of an event? GE	Yellow	White	Green	Can they use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies? GS	White	White	Green		Grey	Grey	Grey

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 4

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they carry out research, such as a survey, to discover features of a location? GE				Can they find the same place on a globe, atlas or map? GS				Can they label the same features on an aerial photograph as on a map? GE			
Can they plan a journey to a place? GE				Can they accurately research, measure and collect information? e.g. rainfall, temperature, wind speed, noise levels HP				Can they present their research? E.g. reports, brochures, drama, art			
Can they compare human and physical characteristics? GS				Can they locate the world's countries using maps to focus on Europe, concentrating on key human and physical characteristics, countries and major cities? LK				Can they begin to use 4 figure grid references? GS			

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can compare measurements and information between 2 given places? E.g. temperature, wind speed, rainfall, pollution, population											

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 5

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they research and collect information about a place and present it? E.g. a report, a poster, a brochure GE				Can they find possible answers to their own geographical questions? GE				Can they plan an itinerary/journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance? GS			
Can they, link with history, compare land use maps of UK from past with present? LK				Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; (compare S. America to Norfolk Broads) PK				Can they use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. GS			

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they work out an accurate itinerary detailing a journey to another part of the world? GS											

Skills Map for Enquiry

Geographical Enquiry

Geographical Enquiry (GE) Locational Knowledge (LK) Geographical Skills and Fieldwork (GS) Human and Physical Geography (HP) Place Knowledge (PK)

Year 6

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they confidently explain scale and use maps with a range of scales? GS				Can they choose the best way to collect information needed and decide the most appropriate units of measure? GE				Can they make careful measurements and use the data? E.g. rainfall, population, temperature, sea level GE			
Can they use maps to answer questions? GS				Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? LK				Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia. GS			
				Can they use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies GS				Can they identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. LK			

Greater Depth

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they define geographical questions to guide their research? GE				Can they use a range of self-selected resources to answer questions? GE				a			

Skills Map for Enquiry

Design, Technology and Engineering (including food technology) (EAD)

Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				Share their creations, explaining the processes they have used.				Make use of props and materials when role playing characters in narratives and stories.			

Food Technology

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
<p>To begin to understand food safety and hygiene. To know that food dropped on the floor, touched with dirty hands or mouldy should not be eaten and can make people ill.</p> <p>To know that special foods are given on special occasions.</p> <p>To recognise the importance of healthy eating and drinking.</p> <p>To begin to understand the relationship between eating and growing.</p> <p>To know that food can be grown or bought in shops</p> <p>To know which animals or plants some foods come from.</p>				<p>With support, to demonstrate ability to use cooking equipment safely.</p> <p>To prepare food for baking - greasing tray, putting cake cases in the tray. To know recipes provide instructions on how to make food.</p> <p>To count the quantity of foods needed using whole numbers.</p>				<p>To recognise some familiar foods. To be able to identify foods liked. To describe the taste of familiar foods using simple words.</p> <p>To be able to mash, peel, cut and tear soft foods. To be able to sift, mix, stir and combine cold ingredients. To use biscuit cutters to cut shapes.</p> <p>To begin to drain away liquids from packaged foods using a sieve or colander.</p>			

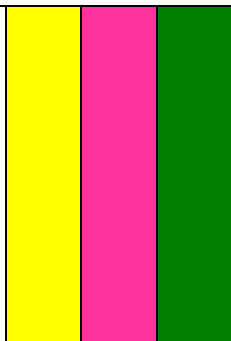
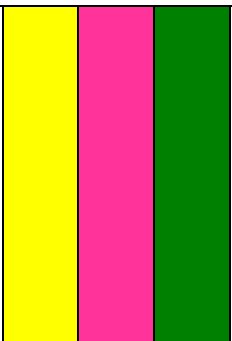
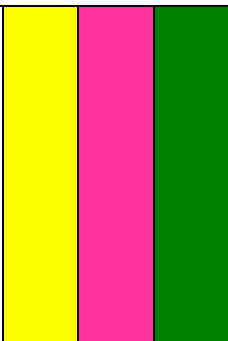
Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 1

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they identify the key features of an existing product?				Can they explain what they are making?				Can they describe how their product works?			
Can they think of some ideas of their own?				Can they select appropriate resources and tools?				Can they identify success and next steps?			
Can they plan an outcome through pictures with labels?				Can they explain which tools are they using and why?							
Can they explain their ideas orally?				Can they use tools safely?							
Choose from: Areas of study											
Mechanisms	Aut	Spr	Sum	Construction and Use of Materials	Aut	Spr	Sum				
Can they make a product which moves?				Can they arrange pieces of the construction before building?							
Can they cut materials using scissors?				Can they make a structure/model using different materials?							
Can they describe the materials using different words?											
Can they say why they have chosen moving parts?											
Food Technology											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
To understand that we need a balanced diet to active and healthy. To begin to use the eatwell plate. To understand the importance of water and drinking water regularly. To know that all foods come from plants or animals and to identify some foods from each group.				To follow basic food safety and hygiene when preparing foods (wash and dry hands, tie long hair back, cleaning work surfaces). To recognise a range of familiar ingredients (e.g. vegetables, dairy, eggs). To describe the taste of a range of foods.				To use measuring spoons for liquids, solids and dry ingredients. With supervision to cut fruits and vegetables. With supervision to use a grater. To drain liquids from packaged food using a sieve or colander (e.g. tuna/sweetcorn).			

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<p>To know some of the influences of the food we eat (i.e. celebrations).</p>		<p>To follow a simple recipe using pictures. To understand how hot food is cooked safely through observation of adults. To prepare food for baking and frying.</p>		<p>To sift flour into a bowl. To mix, stir and combine dry and liquids ingredients. With support to crack an egg and beat together using a fork. With supervision to assemble and arrange cold ingredients. To use a knife for spreading soft spreads.</p>	
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Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 2

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they generate ideas through comparing existing products?	Yellow	Pink		Can they join materials/ components together in different ways?	Yellow	Pink	Green	Can they assess how well their product works?	Yellow	Pink	Green
Can they plan an innovative product?		Pink		Can they measure materials to use in a model or structure?	Yellow	Pink	Green	If they did it again, can they explain what they would improve?	Yellow	Pink	Green
Can they choose the most appropriate tools and materials and explain their choices?	Yellow	Pink	Green	Can they use joining, folding or rolling to make it stronger?	Yellow	Pink	Green				
Can they describe their design by using pictures, diagrams, and words?	Yellow	Pink	Green								

Choose from: Areas of study

Textiles	Aut	Spr	Sum	Mechanisms	Aut	Spr	Sum	Construction	Aut	Spr	Sum
Can they measure an amount of a textile?	Yellow	Pink	Green	Can they join materials together as part of a moving product?	Yellow		Green	Can they make sensible choices of which material to use for their construction?	Yellow		Green
Can they join textiles together to make a product, using techniques such as stitching?		Pink	Green	Can they explain how different parts move?	Yellow		Green	Can they make their structure stronger, stiffer or more stable?	Yellow		
Can they cut textiles accurately?	Yellow	Pink	Green								
Can they explain why they chose a certain textile?		Pink	Green								
Can they bond fabrics together?	Yellow	Pink	Green								
Can they build an image using fabrics?		Pink									

Can they create a large scale textile or sculpture piece through class collaboration?											
Food Technology											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
<p>To know the importance of a balanced diet. To use the eatwell plate. To understand the relationship between teeth and different foods. To eat socially with others.</p> <p>To recognise some food packaging has labels giving information. To understand the importance of not wasting food and know how to recycle packaging.</p>				<p>To identify what they like/dislike about foods they have cooked. To be able to know how to improve its taste. To follow recipe instructions - simple sentences/pictures.</p> <p>With supervision to use a knife for cutting soft foods. To cut foods into evenly sized largish pieces. To peel harder foods (potato / apple). To prepare foods for baking and frying eg greasing baking tins etc.</p>				<p>To drain liquids away from packaged foods using a colander or sieve. To independently sift flour into a bowl. To mix, stir and combine dry and liquid ingredients. With support to crack an egg and independently beat together using a fork.</p> <p>To use hands to shape dough into shapes/balls.</p> <p>To assemble and arrange cold ingredients.</p>			

Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 3

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they plan their design, using accurate diagrams and labels?	Yellow	Pink	Green	Can they use equipment and tools accurately and safely?	Yellow	Pink	Green	Start to think about their ideas as they make progress and be willing to make changes if this helps them to improve their work?	Yellow	Pink	Green
Can they plan the equipment/tools needed and give reasons why?	Yellow	Pink	Green	Can they select the most appropriate materials, tools and techniques to use?	Yellow	Pink	Green	Can they assess how well their product works in relation to the purpose?	Yellow	Pink	Green
Can they start to order the main stages of making their product?	Yellow	Pink	Green	Can they manipulate materials using a range of tools and equipment?	Yellow	Pink	Green	Can they explain how they could change their design to make it better?	Yellow	Pink	Green
Can they identify a design criteria and establish a purpose/ audience for their product?	Yellow	Pink	Green	Can they measure, cut and assemble with increasing accuracy?	Yellow	Pink	Green				
How realistic are their plans? E.g. tools, equipment, materials, components?	Yellow	Pink	Green								

Choose from: Areas of study

Textiles	Aut	Spr	Sum	Mechanisms	Aut	Spr	Sum	Construction	Aut	Spr	Sum
Can they join textiles of different types in a range of ways?		Pink		Can they make a product which uses mechanical components?	Yellow			Can they join materials effectively to build a product?	Yellow	Pink	
Can they choose textiles both for their appearance and also qualities?		Pink		Can they use a range of components? E.g. levers, linkages and pneumatic systems	Yellow			Can they use a range of techniques to shape and mould materials?	Yellow	Pink	
Can they begin to use a range of simple stitches?		Pink						Can they use finishing techniques? E.g. sanding, varnishing, glazing etc.	Yellow	Pink	
Can they use fabrics to build an image?		Pink									
Can they add detail to a piece of work?		Pink									
Can they add texture to a piece of work?		Pink									

Food Technology

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
<p>Understand what makes a healthy and balanced diet. To recognise that different foods and drinks provide different substances the body needs to be active and healthy.</p> <p>To use the eatwell plate.</p> <p>Understand the importance of keeping hydrated.</p> <p>To know food is caught/farmed and it is changed to make it safe and palatable to eat. To recognise influences on the foods we choose to eat - e.g. who we are with, season, health and occasion. To understand the value of eating sociably. To understand how to keep teeth healthy.</p>				<p>To follow basic food hygiene and safety rules. To know how to get ready for cooking (wash and dry hands, tied long hair back, clean surfaces). To know how to clean after cooking. To understand how bacteria can cause food poisoning or food to go mouldy. To recognise and name a broad range of ingredients (e.g. cereals, fish, meat). To use simple food descriptors relating to flavour, texture and appearance.</p> <p>To evaluate finished product and identify how to improve it. To read and follow a simple recipe.</p>				<p>To begin to use a measuring jug and weighing scales. With supervision to use a knife for cutting harder vegetables and fruits. To sieve flour, raising agents and spices into a bowl. To mix, stir and combine liquid and dry ingredients.</p> <p>To crack an egg and whisk using a balloon whisk. To cream fat and sugar together using a mixing spoon.</p> <p>With supervision begin to handle hot food safely - i.e. use oven gloves and equipment to move hot food from a baking tray to a cooling rack.</p>			

Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 4

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they create a final design for their product based on initial ideas and revisions, based on existing ideas?	Yellow	Pink		Can they use equipment and tools with increased accuracy and safety?	Yellow	Pink	Green	Think about their ideas as they progress and make changes to improve their work?	Yellow	Pink	
Can they create a detailed plan considering their target audience, design criteria and intended purpose?	Yellow	Pink		Can they select the most effective materials, tools and techniques to use?	Yellow	Pink		Can they assess how well their product works in relation to the design criteria and the intended purpose?	Yellow	Pink	
				Can they manipulate materials effectively using a range of tools and equipment?	Yellow	Pink		Can they explain how they could improve their design and how their improvement would affect the original outcome?	Yellow	Pink	
				Can they measure, cut and assemble accurately?	Yellow	Pink					

Choose from: Areas of study

Textiles	Aut	Spr	Sum	Electrical and mechanical components	Aut	Spr	Sum	Construction	Aut	Spr	Sum
Can they consider which materials are fit for purpose and join them appropriately?	Yellow		Green	Can they use a simple circuit and add components to it?		Pink		Can they measure accurately to build effective structures?	Yellow		
Can they devise a template or pattern for their product?	Yellow		Green	Can they make a product which uses electrical components?		Pink		Can they use a range of techniques to shape and mould?	Yellow	Pink	
Can they explore a range of textures using textiles?			Green					Can they experiment with a range of techniques to increase stability in a structure?	Yellow		
Can they transfer a drawing into a textile design?	Yellow		Green					Can they use finishing techniques, showing an awareness of audience? e.g. sanding, varnishing, glazing etc.	Yellow		
Can they use artists to influence their textile designs?		Pink									

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Food Technology

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
<p>Understand what makes a healthy and balanced diet. To understand appropriate portion sizes for regular meals and healthy snacks. To understand the importance of a healthy breakfast. To recognise that different foods and drinks provide different substances the body needs to be active and healthy.</p> <p>To use the eatwell plate.</p> <p>Understand the importance of keeping hydrated.</p> <p>To know food is caught/farmed and it is changed to make it safe and palatable to eat. To recognise influences on the foods we choose to eat - e.g. who we are with, season, health and occasion. To understand the value of eating sociably. To understand how to keep teeth healthy.</p>				<p>To begin to read and understand food labels.</p> <p>To know the importance of and be able to recycle food related waste.</p> <p>To follow basic food hygiene and safety rules (wash and dry hands, tied long hair back, clean surfaces).</p> <p>To know how to clean after cooking.</p> <p>To handle hot foods once out of oven with oven gloves and utensils from baking tray to cooling rack.</p> <p>To understand (through observation of adults) how to safely use hob and put in /remove foods from oven.</p> <p>To know how a variety of foods are stored differently to ensure they are safe to eat e.g. fridge/freezer).</p> <p>To read and follow a simple recipe.</p> <p>To identify what they would do to improve their recipe next time.</p>				<p>With supervision to use a masher to mash hot foods to a smooth texture, to peel harder foods (potato/apple), to cut evenly sized strips or cubes (peppers/cheese), to grate harder foods (apples/carrots). To sieve flour, raising agents and spices into a bowl. To mix stir and combine wet and dry ingredients equally. To crack an egg and use a balloon whisk to beat, to rub fat into flour with hands, to cream fat and sugar together with a spoon. To coat food with egg and breadcrumbs.</p>			

Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 5

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they survey their target audience and use this to generate ideas?				Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience?				Can they continuously check that their design is effective and fit for purpose?			
Can they take a user's view into account when designing?				Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters?				Can they assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements?			
Can they produce a detailed step-by-step plan for their design method?								Can they evaluate appearance and function against the original design criteria?			
Can they suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome?											
Can they understand the need for a balanced diet?											

Choose from: Areas of study

Textiles	Aut	Spr	Sum	Mechanical components	Aut	Spr	Sum	Construction	Aut	Spr	Sum
Can they consider the audience when choosing textiles?				Can they refine their product after testing it?				Are their measurements accurate enough to ensure precision?			
				Can they incorporate hydraulics and pneumatics?				Can they demonstrate that their product is strong and fit for purpose?			
Can they use a range of joining techniques?								Are they motivated to refine and further improve their product?			
Can they devise a template or pattern for their product?											
Can they explore a range of textures using textiles?											
Can they transfer a drawing into a textile design?											

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Can they experiment with different ways of exploring textiles?												
Food Technology												
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum	
<p>Able to make food choices using the eatwell plate.</p> <p>To understand the main food groups.</p> <p>To know appropriate portion sizes.</p> <p>To be aware of the basic processes of getting food from farm to plate.</p> <p>To recognise the information on food labels and its use to inform choice.</p> <p>To understand social influences on the food we choose to eat (media, peer pressure, ethics).</p>				<p>To independently follow basic food hygiene and safety rules (clean work surfaces) wash and dry hands, tie long hair back, remove hand jewellery).</p> <p>To independently clear up after cooking.</p> <p>To read and follow a recipe.</p> <p>To identify how to change a recipe to improve the food they have made.</p> <p>To use a range of food descriptors relating to flavour, texture and appearance.</p> <p>To plan and serve a simple balanced meal (e.g. soup and roll).</p>				<p>Accurately use a jug to measure liquids, accurately use weighing scales.</p> <p>With some supervision to use a knife for cutting, peel a harder food (potato/apple), dice foods into evenly sized pieces, grate hard foods (i.e. zesting, cheese), open a ring pull tin or use of a tin opener.</p> <p>Sieve wet and dry ingredients with precision.</p> <p>Crack an egg, begin to separate eggs, use finger tips to rub fat and flour together, whisk using an electric hand mixer.</p> <p>With supervision, use the hob to cook simple dishes (burgers/soup).</p> <p>To understand how to safely put in/remove foods from the oven - by observation of adults.</p> <p>To remove hot foods from a tray to a cooling rack using oven gloves and appropriate equipment.</p>				

Skills Map for Enquiry

Design, Technology and Engineering (including food technology)

Year 6

Developing, planning and communicating ideas	Aut	Spr	Sum	Working with tools, equipment, materials and components to make quality products	Aut	Spr	Sum	Evaluating processes and products	Aut	Spr	Sum
Can they use a range of information to inform their design?			Sum					How well do they test and evaluate their final product?	Yellow		Sum
Can they use market research to inform plans?	Yellow							Is it fit for purpose?	Yellow		Sum
Can they work within constraints?	Yellow							What would improve it?	Yellow		Sum
Can they justify their plan to someone else?	Yellow							Would different resources have improved their product?	Yellow		Sum
Can they consider culture and society in their designs?			Sum					Would they need more or different information to make it even better?	Yellow		Sum
Have they considered the use of the product when selecting materials?	Yellow							Does their product meet all design criteria?	Yellow		Sum
Have they thought about how their product could be marketed through packaging and advertising?	Yellow										

Choose from: Areas of study

Textiles	Aut	Spr	Sum	Electrical and mechanical components	Aut	Spr	Sum	Construction	Aut	Spr	Sum
Can they consider the audience when choosing textiles		Sum		Can they use different kinds of circuits in their product to improve it?	Yellow			Are their measurements accurate enough to ensure precision?	Yellow		Sum
Can they make up a prototype first?		Sum		Can they incorporate a switch into their product?	Yellow			Can they demonstrate that their product is strong and fit for purpose?	Yellow		Sum
Can they use a range of joining techniques?		Sum		Can they refine their product after testing it?	Yellow			Are they motivated to refine and further improve their product?	Yellow		Sum

Food Technology

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Able to make food choices using the eatwell plate. To understand the main food groups.	Yellow		Sum	To independently follow basic food hygiene and safety rules (clean work surfaces) wash and dry hands, tie long hair back, remove hand jewellery). To demonstrate good food safety	Yellow		Sum	Accurately use a jug to measure liquids, accurately use weighing scales. With some supervision to use a knife for cutting, peel a harder	Yellow		Sum

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<p>To know appropriate portion sizes and the importance of not skipping meals, including breakfast.</p> <p>To be aware of the basic processes of getting food from farm to plate.</p> <p>To recognise some of the ethical dilemmas associated with the food people choose to buy.</p> <p>To recognise the information on food labels and its use to inform choice.</p> <p>To understand social influences on the food we choose to eat (media, peer pressure, ethics).</p>			<p>practices when getting ready to store, prepare and cook food (keeping raw meats away from other foods).</p> <p>To independently clear up after cooking.</p> <p>To read and follow a recipe.</p> <p>To identify how to change a recipe to improve the food they have made.</p> <p>To use a range of food descriptors relating to flavour, texture and appearance.</p> <p>To plan and serve a simple balanced meal (e.g. Pizza and salad).</p>			<p>food (potato/apple), dice foods into evenly sized pieces, grate hard foods (i.e. zesting, cheese), open a ring pull tin or use of a tin opener.</p> <p>Sieve wet and dry ingredients with precision.</p> <p>Crack an egg, begin to separate eggs, use finger tips to rub fat and flour together, whisk using an electric hand mixer.</p> <p>With supervision, use the hob to cook simple dishes (burgers/soup).</p> <p>To understand how to safely put in/remove foods from the oven - by observation of adults.</p> <p>To remove hot foods from a tray to a cooling rack using oven gloves and appropriate equipment.</p> <p>Use a rolling pin to roll out dough to a specific thickness.</p>		
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Skills Map for Enquiry

Art: Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?				Can they share their creations, explaining the processes they have used?							

Skills Map for Enquiry

Art: Year 1

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Can they express their feeling through drawing?			■	Can they express their feelings through painting?			■	Can they recognise different marks through printing with different objects?	■		
Can they create moods in their drawings?			■	Can they interpret an object through painting?	■	■	■	Can they repeat a print to make a pattern?	■		
Can they draw lines of different shapes and thickness, using different grades of pencil?		■		Do they have an understanding of basic colour theory?		■		Can they apply drawing skills to print?		■	■
Can they interpret an object through drawing?		■									
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they recognise different textures in different surfaces?	■			Can they cut and tear paper and card for their collages?	■		■	Can they use a simple painting program to create a picture?		■	■
Can they use different materials to create raised texture?		■	■	Can they colour sort materials?		■		Can they recognise the different tools and how to use them?		■	■
Can they scrunch, roll, shape materials to make a 3D form?		■	■	Can they build layers of materials to create an image?	■			Can they go back and change their picture?		■	■
Knowledge	Aut	Spr	Sum	Knowledge	Aut	Spr	Sum	Knowledge	Aut	Spr	Sum
Can they describe what they can see and like in the work of another artist/craft maker/designer?		■	■	Can they express their feelings about their own piece of art?		■	■	Can they express their feelings about a peer's piece of art?		■	■

Skills Map for Enquiry

Art: Year 2

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Can they understand where they might use different grades of pencil in their drawing and why?				Can they mix paint to explore colour theory?				Can they create a repeat print?			
Can they use charcoal and pastels to create different drawing styles?				Can they create shades of a colour?				Can they create an impression in a surface and use this to print?			
Can they create different tones using light and dark?				Can they experiment with watercolour techniques to create different effects?				Can they find printing opportunities in everyday objects?			
Can they use different shading techniques to create different tones?											
Can they show patterns and texture in their drawings?											
Can they use a viewfinder to focus on a specific part of an artefact before drawing it?											
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they mould, form and shape and bond materials to create a 3D form?				Can they interpret an object through collage?				Can they create a picture independently?			
Can they using bonding techniques to add parts onto their sculpture?				Can they use different kinds of media to embellish and add details on their collage and explain what effect this has?				Can they use simple IT mark-making tools, e.g. brush and pen tools?			
Can they apply a smooth surface to a sculptural form?								Can they edit their own work?			
Can they add line and shape to their work?								Can they change their photographic images on a computer?			
Knowledge	Aut	Spr	Sum	Sketching	Aut	Spr	Sum				
Can they make links to an artist to inspire their work?				Can they begin to demonstrate their ideas through sketching?							
Can they make topic links to their art?				Can they make links with an artist and show this in their sketches?							

Can they say how other artist/craft maker/designer have used colour, pattern and shape?	Yellow	Pink	Green	Can they use their sketches as a mode to record experimentation?	White	Pink	Green	Grey	Grey	Grey	Grey
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Skills Map for Enquiry

Art: Year 3

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Can they use their sketches to develop a final piece of work?				Can they mix a range of colours in the colour wheel?				Can they experiment with layered printing using 2 colours or more?			
Can they use drawing as a tool to express and idea?				Can they identify what colours work well together?				Can they understand how printing can be used to make numerous designs?			
Can they use different shading techniques to give depth to a drawing?				Can they create a background using a wash?				Can they transfer a drawing into a print?			
Can they use different shading techniques to create texture in a drawing?				Can they use a range of brushes to create different effects?							
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they add layers onto their work to create texture and shape?				Can they overlap materials?				Can they combine digital images with other media?			
Can they work collaboratively to create a large sculptural form?				Can they use collage as a tool to develop a piece in mixed media?				Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?			
				Can they use collage to create a mood boards of ideas?				Can they use the web to research an artist or style of art?			
Knowledge	Aut	Spr	Sum	Sketch books	Aut	Spr	Sum				
Can they compare the work of different artists?				Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?							
Can they explore work from other cultures?				Can they make notes in their sketch books about techniques used by artists?							
Can they communicate what they feel the artist is trying to express in their work?				Can they suggest improvements to their work by keeping notes in their sketch books?							
Can they communicate what they are trying to express in their own work?											

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Skills Map for Enquiry

Art: Year 4

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Can they experiment with drawing techniques to support their observations?	Yellow		Green	Do they understand the different properties of different paints?			Green	Can they explore a variety of printing techniques?		Pink	
Can they create a sense of distances and proportion in a drawing?	Yellow		Green	Can they create mood in a painting?			Green	Can they create an accurate print design?		Pink	
Can they use experimental drawing techniques to create atmosphere in a drawing?	Yellow		Green	Can they use shade to create depth in a painting?			Green	Can they use printmaking as a tool with other medias to develop a final outcome?		Pink	
Can they explain why they have chosen specific materials to draw with?	Yellow	Pink	Green								
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they experiment with and combine materials and processes to design and make 3D form?		Pink		Can they overlap materials?			Green	Can they present a collection of their work on a slide show?			Green
Can they take a 2D drawing into a 3D form?		Pink		Can they use collage as a tool to develop a piece in mixed media?			Green	Can they create a piece of art work which includes the integration of digital images they have taken?			Green
Can they shape using a variety of mouldable materials?		Pink						Can they combine graphics and text based on their research?			Green
Knowledge	Aut	Spr	Sum	Sketch books	Aut	Spr	Sum				
Can they compare the work of different artists?		Pink		Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?		Pink					
Can they explore work from other cultures?		Pink		Can they produce a mood board to inspire and influence their work?			Green				
Can they see how art can change over time?		Pink		Do they use their sketch books to adapt and improve their original ideas?		Pink					
Can they communicate what they feel the artist is trying to express in their work?		Pink		Do they keep notes about the purpose of their work in their sketch books?							

Can they communicate what they are trying to express in their own work?				Do they evaluate their learning and record in sketchbooks?							
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Skills Map for Enquiry

Art: Year 5

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Can they experiment with drawing techniques to support their observations?	Yellow			Do they understand the different properties of different paints?		Pink		Can they print using a materials?		Pink	
Can they create a sense of distances and proportion in a drawing?			Green	Can they create a range of shades using different kinds of paint?	Yellow			Can they create an accurate print design that reflects a theme or ideas?		Pink	
Can they use line to create movement in a drawing?	Yellow			Can they create mood in a painting?	Yellow			Can they make links with printmaking and other medias to help develop their work?			Green
Do they understand how drawing skills can support other medias?	Yellow			Can they use shade to create depth in a painting?	Yellow						
Can they develop a series of drawings that explore a theme?	Yellow			Can they identify different painting styles and how these have artists are influenced by these styles over time?		Pink	Green				
Can they explain why they have chosen specific materials to draw with?	Yellow										
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they experiment with and combine materials and processes to design and make 3D form?			Green	Can they overlap materials to build an image?			Green	Can they create a piece of art work which includes the integration of digital images they have taken?			Green
Can they take a 2D drawing into a 3D form?			Green	Can they use collage as a tool to develop a piece in mixed media?			Green	Can they scan images and take digital photos, and use software to alter them, adapt them?			Green
Can they shape using a variety of mouldable materials?			Green	Can they use collage to create a mood boards of ideas?			Green				
Can they interpret an object in a 3D form?			Green	Can they combine pattern, tone and shape in collage?			Green				
Knowledge	Aut	Spr	Sum	Sketch books	Aut	Spr	Sum				
Can they experiment with different styles which artists have used?		Pink	Green	Can they experiment with different styles which artists have used?	Yellow	Pink	Green				
Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?	Yellow	Pink	Green	Can they use their sketchbooks as a mode to record the learning journey?	Yellow	Pink	Green				

Do they critic each other's work as a way of developing and supporting each other's ideas?	Yellow	Pink	Green	Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment?	Yellow	Pink	Green				
Do they understand how different medias can be combined and work together?			Green	Can they use their sketchbooks to build and record their knowledge?	Yellow	Pink	Green				
Do they know to develop an idea through exploration and experimentation?	Yellow	Pink	Green	Can they compare sketchbook ideas and give supportive and constructive feedback on peers' development?	Yellow	Pink	Green				

Skills Map for Enquiry

Art: Year 6

Drawing	Aut	Spr	Sum	Painting	Aut	Spr	Sum	Printing	Aut	Spr	Sum
Do their sketches communicate ideas and convey a sense of individual style?				Can they explain what their own style is?				Can they overprint using different colours?			
Do their drawings show a strong understanding of how to use shading techniques to create depth and tone?				Can they use a wide range of techniques in their work and explain why they have chosen these techniques?				Can they identify different printing methods and make decisions about the effectiveness of their printing methods?			
Do they know when to apply different drawing techniques to support their outcomes?				Do they have a strong understanding of colour theory and how to use it to create a balanced painting?				Do they know to make a positive and a negative print?			
Can they create accurate and experimental drawings?											
Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques?											
3D	Aut	Spr	Sum	Collage	Aut	Spr	Sum	Use of IT	Aut	Spr	Sum
Can they create models on a range of scales?				Can they justify the materials they have chosen?				Can they use software packages to create pieces of digital art to design?			
Can they create work which is open to interpretation by the audience?				Can they combine pattern, tone and shape?				Can they create a piece of art which can be used as part of a wider presentation?			
Can they include both visual and tactile elements in their work?				Can they use collage as a tool as part of a mixed media project?							
Do they know the properties of a wide range of different sculptural materials and how to use them?				Can they express their ideas through collage?							
Knowledge	Aut	Spr	Sum	Sketch books	Aut	Spr	Sum				
Can they make a record about the styles and qualities in their pieces?				Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas?							
Can they say what their work is influenced by?				Do they compare their methods to those of others and keep notes in their sketch books?							

Can they include technical aspects in their work, e.g. architectural design?	Yellow	White	White	Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?	Yellow	Pink	Green	Grey	Grey	Grey	Grey
Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?	Yellow	Pink	White		White	White	White	Grey	Grey	Grey	Grey

Skills Map for Enquiry

Music: Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they sing a range of well-known nursery rhymes and songs?				Can they perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music?							

Skills Map for Enquiry

Music: Year 1

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Can they use their voice to speak/sing/chant?	Yellow	Pink	Green	Can they make a range of sounds with their voice?	Yellow	Pink	Green	Can they form an opinion to express how they feel about a piece of music?	Yellow	Pink	Green
Do they join in with singing?	Yellow	Pink	Green	Can they make a range of sounds with instruments?		Pink	Green	Can they identify what different sounds could represent and give a reason why?			Green
Can they clap short rhythmic patterns?	Yellow	Pink	Green	Can they identify changes in sounds?		Pink	Green	Can they recognise repeated patterns?			Green
Can they use instruments to perform a simple piece?		Pink	Green	Can they tell the difference between long and short sounds?		Pink	Green	Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?	Yellow	Pink	Green
Can they respond to musical indications about when to play or sing?	Yellow	Pink	Green	Can they repeat (short rhythmic and melodic) patterns?	Yellow	Pink	Green	Can they hear the pulse in a piece of music?			Green
Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?	Yellow	Pink	Green	Can they represent sounds pictorially?		Pink	Green	Can they tell the difference between loud and quiet sounds?			Green
				Can they make a sequence of sounds for a purpose?		Pink	Green	Can they describe how sounds are made and changed?		Pink	Green
								Can they respond to different moods in music and say how a piece of music makes them feel?	Yellow	Pink	Green
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they perform a rhythm to a steady pulse?				Can they give a reason for choosing an instrument?				Can they identify texture - listening for whether there is more than one sound at the same time?			
								Can they identify musical structure in a piece of music (verse, chorus etc.)?			

Skills Map for Enquiry

Music: Year 2

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Can they understand the importance of a warm up?				Can they order sounds to create a beginning, middle and end?				Can they identify particular features when listening to music?			
Can they follow the melody using their voice or an instrument?				Can they represent sounds pictorially with increasing relevance?				Can they begin to associate sounds they hear with instruments?			
Can they sing songs as an ensemble following the tune (melody) well?				Can they choose sounds to achieve an effect (including use of technology)?				Can they independently identify the pulse in a piece of music and tap along?			
Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?				Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?				Can they listen carefully to recall short rhythmic patterns?			
Can they play simple rhythmic patterns on an instrument?				Can they create short, rhythmic patterns - sequences of long and short sounds?				Can they begin to recognise changes in timbre, dynamics and pitch?			
Can they sing/clap a pulse increasing or decreasing in tempo?				Are they selective in the control used on an instrument in order to create an intended effect?				Are they able to recognise and name different instruments by sight?			
Do they have control when playing instruments?				Can they create their own symbols to represent sounds?				Can they evaluate and improve their own work and give reasons?			
Can they perform musical patterns keeping a steady pulse?				Can they choose sounds to create an effect on the listener?							
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?				Can they use simple structures (e.g. repetition and order) in a piece of music?				Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?			
				Do they know that phrases are where we breathe in a song?							

Skills Map for Enquiry

Music: Year 3

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Do they sing songs from memory with increasing expression, accuracy and fluency?				Can they create repeated patterns using instruments?				Can they use musical words (pitch, duration, dynamics, and tempo) to describe and give their opinion on a piece of music?			
Do they maintain a simple part within an ensemble?				Can they create accompaniments for melodies?				Can they evaluate and improve their work, explaining how it has improved using a success criterion?			
Do they modulate and control their voice when singing and pronounce the words clearly?				Can they combine different sounds to create a specific mood or feeling?				Can they recognise the work of at least one famous composer?			
Can they play notes and chords on the Ukulele with increasing clarity and accuracy?				Do they understand how the use of tempo can provide contrast within a piece of music?				Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?			
Can they improvise (including call and response) within a group using the voice?				Can they begin to read and write musical notation, including TAB?				Are they able to recognise a range of instruments by ear?			
Can they collaborate to create a piece of music?				Can they use silent beats for effect (rests)?				Can they internalise the pulse in a piece of music?			
								Can they recognise the symbol for crotchet and crotchet rests?			
								Do they know that high on the staff means a higher pitch?			
								Can they identify the features within a piece of music?			
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?				Can they compose a simple piece of music that they can recall to use again?				Can they recognise changes in sounds that move incrementally and more dramatically?			

			Do they understand metre in 4 beats; then 3 beats?				Can they compare repetition, contrast and variation within a piece of music?			
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Skills Map for Enquiry

Music: Year 4

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Can they perform a simple part of an ensemble rhythmically?	Yellow	Pink	Green	Can they use notations to record and interpret sequences of pitches?	Yellow	Pink	Green	Can they explain why silence is used in a piece of music and say what effect it has?	Yellow	Pink	Green
Can they sing songs from memory with increasing expression, accuracy and fluency?	Yellow	Pink	Green	Can they begin to use standard notation?	Yellow	Pink	Green	Can they start to identify the character of a piece of music?	Yellow	Pink	Green
Can they improvise using repeated patterns with increasing accuracy and fluency?	Yellow	Pink	Green	Can they use notations to record compositions in a small group or on their own?	Yellow	Pink	Green	Can they describe and identify the different purposes of music?	Yellow	Pink	Green
				Can they combine groups of beats?	Yellow	Pink	Green	Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc.)?	Yellow	Pink	Green
								Can they use musical words (pitch, duration, timbre, dynamics, and tempo) to describe a piece of music and composition?	Yellow	Pink	Green
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they use selected pitches simultaneously to produce simple harmony?	Yellow	Pink	Green	Can they explore and use sets of pitches, e.g. 4 or 5 note scales?	Yellow	Pink	Green	Can they identify how a change in timbre can change the effect of a piece of music?	Yellow	Pink	Green
				Can they show how they can use dynamics to provide contrast?	Yellow	Pink	Green				

Skills Map for Enquiry

Music: Year 5

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Can they sing and use their understanding of meaning to add expression?				Can they use technology to change sounds or organise them differently to change the effect?				Can they describe, compare and evaluate music using musical vocabulary?			
Can they perform 'by ear' and from simple notations?				Can they choose the most appropriate tempo for a piece of music?				Can they suggest improvements to their own or others' work?			
Can they improvise within a group using melodic and rhythmic phrases?				Can they effectively choose, order, combine and control sounds to create different textures?				Can they choose the most appropriate tempo for a piece of music?			
Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?				Can they combine different musical elements (e.g. fast/slow, high/low, and loud/soft) in their composition?				Can they identify and begin to evaluate the features within different pieces of music?			
Can they maintain their part whilst others are performing their part?				Can they use notation in a performance?				Can they contrast the work of established composers and show preferences?			
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they use pitches simultaneously to produce harmony by building up simple chords?				Do they understand the relation between pulse and syncopated patterns?				Can they explain how tempo changes the character of music?			
Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?				Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?				Can they identify where a gradual change in dynamics has helped to shape a phrase of music?			

Skills Map for Enquiry

Music: Year 6

Performing	Aut	Spr	Sum	Composing	Aut	Spr	Sum	Appraising	Aut	Spr	Sum
Can they sing a harmony part confidently and accurately?				Do they recognise that different forms of notation serve different purposes?				Can they refine and improve their work?			
Can they perform using notations?				Can they use a variety of different musical devices in their composition? (e.g. melody and rhythms)				Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?			
Can they take the lead in a performance?				Can they use technology to compose music which meets a specific criterion?				Can they compare and contrast the impact that different composers from different times will have had on the people of the time?			
Can they take on a solo part?								Can they analyse features within different pieces of music?			
Can they provide rhythmic support?											
Can they perform parts from memory?											
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?				Can they show how a small change of tempo can make a piece of music more effective?				Can they appraise the introductions, interludes and endings for songs and compositions they have created?			
				Do they use the full range of chromatic pitches to build melodic lines and bass lines?							

Skills Map for Enquiry

Computing (UTW: Technology)

Early Years

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they interact with age appropriate software and technology?	Yellow	Pink	Green	Can they understand that an algorithm is a precise set of instructions?			Green	Can they tell an adult if they feel unsafe online?	Yellow	Pink	Green
				Can they explore programmable toys?	Yellow	Pink	Green				
Online Safety											
Self-image and Identity I can recognise, online or offline, that anyone can say 'no' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Yellow			Online relationships I can recognise some ways in which the internet can be used to communicate.		Pink		Online reputation I can identify ways that I can put information on the internet.		Pink	
Online bullying I can describe ways that some people can be unkind online.	Yellow			Managing Online Information I can talk about how to use the internet as a way of finding information online.		Pink		Health, Well-being and Lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology			Green
Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	Yellow			Copyright and Ownership I know that work I create belongs to me.			Green				

Skills Map for Enquiry

Computing

Year 1

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they create simple programs with a sequence of instructions (for example, for a floor robot)?				Can they develop familiarity with the keyboard to input information?				Can they describe common uses of information technology beyond school?			
Can they identify any errors (bugs) in their program?				Can they use technology purposefully to create and store digital content (for example, a pictogram)?							
Online Safety											
Self-image and Identity If something happens that makes me feel sad, worried or uncomfortable I can give examples of how to speak to an adult				Online relationships I can explain why it is important to be considerate and kind to people online and to respect their choices.				Online reputation I can recognise that information can stay online and could be copied.			
Online bullying I can describe how to behave online in ways that do not upset others and can give examples.				Managing Online Information I understand that we can encounter things online that we like and don't like as well as things which are real or make believe				Heath, Well-being and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.			
Privacy and Security I can explain how passwords are used to protect information, accounts and devices.				Copyright and Ownership I can explain why work I create using technology belongs to me							

Skills Map for Enquiry

Computing

Year 2

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they program using sequences of instructions to implement an algorithm?				Can they develop basic editing skills using different presentational features (for example, font size, colour and style)?				Can they recognise common uses of information technology and describe how technology can be beneficial to our lives?			
Can they debug any errors in a simple program?				Can they use technology to manipulate digital content (for example, text, images, and animations)?							
Can they use logical reasoning to predict the behaviour of simple programs?				Use technology to retrieve digital content (for example, reading data from a tally chart)?							
Online Safety											
Self-image and Identity I can give examples of issues online that might make someone feel sad, worried or uncomfortable				Online relationships I can give examples of how someone might use technology to communicate with others they don't also know and explain why this might be risky.				Online reputation I can describe how anyone's online information could be seen by others			
Online bullying I can explain what bullying is, how people may bully others and how bullying can make someone feel				Managing Online Information I can demonstrate how to navigate a simple webpage to get to information I need				Health, Well-being and Lifestyle I can explain simple guidance for using technology in different environments and settings			
Privacy and Security I can describe and explain some rules for keeping personal information private				Copyright and Ownership I can recognise that content on the internet may belong to other people.							

Skills Map for Enquiry

Computing

Year 3

Computer Science			Information Technology			Digital Literacy		
Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Can they design and create programs that use sequence (including in physical computing)?			Can they begin to use more than two fingers to enter text?			Do they understand the opportunities computer networks offer for communication?		
Can they use logical reasoning to debug errors in more complex programs?			Can they develop further basic editing skills (for example, delete, insert and replace text) and recognise key features of layout and design when word-processing?					
			Can they use technology to select and import graphics, sound and video to present information and data?					
			Can they collect and present information and data (for example, in a branching database)?					
Online Safety								
Self-image and Identity I can explain ways in which someone might change their identity depending on what they are doing online			Online relationships I can explain why it is important to be careful about who to trust online including what information and content they are trusted with.			Online reputation I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.		
Online bullying I can describe appropriate ways to behave towards other people online and why this is important.			Managing Online Information I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how			Heath, Well-being and Lifestyle I can explain why spending too much time using technology can sometimes		

			and where they might be shared online			have a negative impact on anyone		
Privacy and Security I can describe simple strategies for creating and keeping passwords private.			Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.					

Skills Map for Enquiry

Computing

Year 4

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they use sequence and repetition in programs (including in physical computing)?	Yellow	Pink		Can they hold two hands over different halves of the keyboard and use more than two fingers to enter text?		Pink		Can they understand how computer networks can provide multiple services, such as the world wide web?			Green
Can they solve problems by decomposing them into smaller parts?	Yellow	Pink		Can they evaluate a range of electronic multimedia, appropriate to task and choose freely from a range of text styles, to suit audience?			Green				
Can they use logical reasoning to correct errors in more complex programs?	Yellow	Pink		Can they combine information and data (for example, data logging and creating a spreadsheet)?	Yellow						
Online Safety											
Self-image and Identity I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	Yellow			Online relationships I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours		Pink		Online reputation I can explain ways that some of the information about anyone online could have been created, copied or shared by others.		Pink	
Online bullying I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	Yellow			Managing Online Information I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others		Pink		Health, Well-being and Lifestyle I can explain how using technology can be a distraction from other things, in both a positive and negative way.			Green

Privacy and Security I can describe strategies for keeping personal information private, depending on context.			Copyright and Ownership When searching on the internet for content, I can explain why I need to consider who owns it and whether I have the right to reuse it.				
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Skills Map for Enquiry

Computing

Year 5

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they use sequence, repetition and conditional selection in programs (including in physical computing)?				Can they develop confidence using both hands when typing?				Can they understand the opportunities computer networks offer for collaboration?			
Can they solve problems by decomposing them into smaller parts?				Can they cut and paste between applications and make corrections using a range of tools (for example, delete, insert, spell check, find and replace)?							
Can they use logical reasoning to correct errors in more complex programs?				Can they evaluate information and data (for example, from a flat-file database)?							
Can they use abstraction to remove unnecessary detail from an algorithm to create a more efficient program?											

Online Safety

Self-image and Identity I can explain how identity online can be copied, modified or altered.				Online relationships I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.				Online reputation I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect			
Online bullying I can identify a range of ways to report concerns and access support both in school and at home about online bullying.				Managing Online Information I can evaluate digital content and can explain how to make choices about what is trustworthy				Health, Well-being and Lifestyle I can describe some strategies, tips or advice to promote health and			

								wellbeing with regards to technology.			
Privacy and Security I can explain how many free apps or services may read and share private information				Copyright and Ownership I can give examples of content that is permitted to be reused and know how this content can be found online.							

Skills Map for Enquiry

Computing

Year 6

Computer Science	Aut	Spr	Sum	Information Technology	Aut	Spr	Sum	Digital Literacy	Aut	Spr	Sum
Can they use sequence, repetition, conditional selection and variables in programs (including in physical computing)?	Yellow		Green	Can they evaluate and select appropriate software for the task/audience?		Pink		Can they understand the basic workings of computer networks including internet?			Green
Can they solve problems by decomposing them into smaller parts?	Yellow		Green	Can they organise, refine and present information for a specific audience using a range of media?		Pink					
Can they use logical reasoning to correct errors in more complex programs?	Yellow		Green	Can they analyse information and data (for example, in a spreadsheet)?		Pink					
Can they use abstraction to remove unnecessary detail from an algorithm to create a more efficient program?	Yellow		Green								
Can they evaluate and make judgements on the efficiency of different programs?	Yellow		Green								
Online Safety											
Self-image and Identity I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups	Yellow			Online relationships I can explain how sharing something online may have an impact either positively or negatively		Pink		Online reputation I can explain the ways in which anyone can develop a positive online reputation.		Pink	
Online bullying I can explain how someone would report online bullying in different contexts.	Yellow			Managing Online Information I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online		Pink		Health, Well-being and Lifestyle I recognise and can discuss the pressures that technology can place on someone and how /			Green

							when they could manage this.			
Privacy and Security I can explain what to do if a password is shared, lost or stolen.				Copyright and Ownership I can demonstrate how to make references to and acknowledge sources I have used from the internet.						

Skills Map for Enquiry

Modern Foreign Languages

MFL skills are covered through each sequence of lessons across the year, where each subset of skills are practiced and embedded

Year 3/4

Listening and responding <i>Spoken at near normal speed with no interference. May need short sections repeated.</i> <i>Short passages to retrieve information.</i>	Aut	Spr	Sum	Speaking <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i>	Aut	Spr	Sum	Reading and responding	Aut	Spr	Sum
Do they understand short passages made up of familiar language?	Yellow	Pink	Green	Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc.	Yellow	Pink	Green	Can they read and understand short and simple texts using familiar language, already taught?	Yellow	Pink	Green
Do they understand instructions, messages and dialogues within short passages?	Yellow	Pink	Green	Can they use short phrases to give a personal response?	Yellow	Pink	Green	Can they identify familiar words from a short, simple text and give a response? (true or false, multiple choice, answer simple retrieval questions)	Yellow	Pink	Green
Can they identify and note the main points and give a personal response on a passage?	Yellow	Pink	Green	Can they name and describe places? Pueblo, la clase, colegio etc.	Yellow	Pink	Green	Can they read independently?	Yellow	Pink	Green
								Can they use a bilingual dictionary or glossary to look up new words?	Yellow	Pink	Green
Writing <i>They write short phrases from memory and their spelling is readily understandable.</i>	Aut	Spr	Sum								
Can they write 2-3 short sentences on a familiar topic?	Yellow	Pink	Green								
Can write simple opinions?	Yellow	Pink	Green								

Skills Map for Enquiry

Modern Foreign Languages

MFL skills are covered through each sequence of lessons across the year, where each subset of skills are practiced and embedded

Year 5/6

Listening and responding	Aut	Spr	Sum	Speaking	Aut	Spr	Sum	Reading and responding	Aut	Spr	Sum
Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles.	Yellow	Pink	Green	Can they have a short conversation where they are saying 3-4 things?	Yellow	Pink	Green	• Can they read and understand short texts (including short stories) using familiar language already taught?	Yellow	Pink	Green
Do they understand instructions, messages and dialogues within short passages? Matching texts to images/speech bubbles	Yellow	Pink	Green	Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases? El, ella Pronouns, gender, words in wrong places Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.	Yellow	Pink	Green	Can they identify and note the main points and give a personal response?	Yellow	Pink	Green
Can they identify and note the main points and give a personal response on a passage? Spoken at near normal speed with no interference. May need short sections repeated.	Yellow	Pink	Green					Can they read independently?	Yellow	Pink	Green
								Can they use a bilingual dictionary or glossary to look up new words?	Yellow	Pink	Green
								Can they use context to work out unfamiliar words?	Yellow	Pink	Green
Writing	Aut	Spr	Sum								
Can they write what they like and dislike about a familiar topic? Me	Yellow	Pink	Green								

gusto... me encanta... odio... Je no me gusta...											
Can they use short phrases to give a personal response and/or an opinion? Yo prefiero... me gustaria...											
Can they write short phrases from memory and their spelling is readily understandable?											

Skills Map for Enquiry
Finance and Enterprise
Early Years

The Value of Money	Aut	Spr	Sum	Spending, Saving and Budgeting	Aut	Spr	Sum	Using Money Effectively	Aut	Spr	Sum
Do they know that there are different coins and notes?				Can they choose a safe place to keep their money? E.g. purse or money box.				Are they beginning to recognise that they will need to use money in different ways?			
Can they name and describe different coins and notes?				Can they make simple choices about saving some of their money?				Can they name different ways money can be used? E.g. saving, spending, giving			
Are they beginning to understand that coins and notes have different values?				Can they make simple choices about spending some of their money?				Are they beginning to understand why money is used?			
Do they understand the exchange of coins and notes for goods e.g. exchange for coins in a role-play situation such as a class shop?				Are they beginning to understand that people may make different choices about how to spend money?							
Do they know that they can spend money in different places and on different things?											

Skills Map for Enquiry
Finance and Enterprise
Key Stage One

The Value of Money	Aut	Spr	Sum	Spending, Saving and Budgeting	Aut	Spr	Sum	Using Money Effectively	Aut	Spr	Sum
Can they recognise the coins and notes that we use? Assembly and Maths lessons (Year 1 and 2)				Do they know how we can keep money safe, either by giving it to a responsible adult or by locking it away? (Year 1 and 2)				Do they understand the consequences of losing money or having it stolen? e.g. discuss if we lose something that it needs replacing (Year 2)			
Can they recognise and choose the correct value of coins to use and calculate change? In Maths lessons (Year 1 and 2)				Are they beginning to understand they might run out of money unexpectedly if they don't keep track of it? (Year 2)				Can they choose how to spend money? E.g. pocket money/class raised money (Year 1 and 2)			
Do they understand that different countries use different coins and notes? (Year 2)				Do they know that we have to pay for what we buy? (Year 1 and 2)				Can they begin to talk about the value of money e.g. discuss whether, or in what circumstances £5 is a lot of money? (Year 2)			
Can they pick out foreign coins from a selection and discuss them? In Geography lessons (Year 2)				Can they consider possible ways of spending money, considering wants and needs? (Year 1 and 2)				Can they recognise how we spend money and that our satisfaction from the purchase may vary? (link to wants and needs) (Year 1 and 2)			
Do they understand the exchange of coins and notes (and other forms - cards/vouchers) for goods e.g. exchange for coins in a role-play situation such as a class pizzeria? (Year 1 and 2)				Are they aware that they can save money to use later instead of spending it all now? (Year 2)				Do they understand that there are consequences to having more or less money e.g. What happens if you have no money for sweets? Or the bus home? (link to wants and needs) (Year 1 and 2)			
Can they recognise that there are regular and unpredictable sources											

of money? E.g. earnings and pocket money (Year 2)											
Are they able to talk about things that they may want to spend their money on? E.g. How the class might spend £50 on resources (Year 2)											
Do they recognise that adults also have to spend money on familiar things like household bills and food bills etc.? (Year 2)											

Skills Map for Enquiry
Finance and Enterprise
Lower Key Stage Two

The Value of Money	Aut	Spr	Sum	Spending, Saving and Budgeting	Aut	Spr	Sum	Using Money Effectively	Aut	Spr	Sum
Can they identify different forms of money other than cash (credit and debit cards, vouchers, payments by phone and internet) and how payments are made?				Can they explain how to keep money safe by putting it into an account (bank, building society, post office) to look after?				Can they decide how to spend money, real or imagined? E.g. What would you do if you were given £10? £100? £1,000? £10,000?			
Can they develop an understanding of how global trade works and some of the consequences e.g. Fair Trade				Can they describe the importance of keeping financial records?				Can they justify needs and wants and prioritise spending using a limited budget?			
Do they understand how we get money from work and earnings?				Are they aware of the need to save if there isn't enough money for what we want they want to buy?				Are they able to assess best buys in a variety of circumstances? E.g. Are the most expensive trainers always worth it?			
Do they know that we may get money from benefit payments if there is insufficient or no work?				Can they discuss how to use budgets to plan their spending?				Do they know that looking after a budget may include saving money for future wants and needs?			
Can they identify regular financial commitments e.g. house hold expenses?				Can they use terms such as budget, expenditure, income and profit?				Are they aware that donations to charity might be included in spending?			
				Are they aware of the concept of insurance such as car insurance and home insurance?				Can they compare standards of living across time and place? E.g. compare earnings and prices nowadays with another period of history.			
				Can they illustrate how savings creates money through interest?				Are they able to discuss why a particular charity/country is appealing for international aid?			

								What do they want? How could they help?			
				Can they discuss some of the services provided by financial organisations such as loans and mortgages?							

Skills Map for Enquiry
Finance and Enterprise
Upper Key Stage Two

The Value of Money	Aut	Spr	Sum	Spending, Saving and Budgeting	Aut	Spr	Sum	Using Money Effectively	Aut	Spr	Sum
Can they investigate and compare internet and mail order shopping?				Can they recognise and discuss the variety of household experiences for example utility bill, credit card bills and insurance?				Can they understand the principles of probability and insurance - weighing up likelihood of risks?			
Can they understand the concept of credit? E.g. investigate different credit deals?				Do they understand why money such as tax and pension contributions are deducted from earnings? For example how money is deducted as tax and is used to fund things like schools and hospitals.				Can they understand the purpose of savings for example research and compare different ways of saving money including ease of access and interest rates?			
Can they understand how global trade works e.g. understanding of chocolate trade line and the incomes of each group?				Do they know about some official financial records, compare bank statements, till receipts, credit card bills?				Do they know the interest rates for savings and borrowings may change and that they have implications of finances?			
Do they understand that we need money for retirement through pensions, how this is paid for, when this happens and why?				Have they developed methods (including ICT) for recording accounts e.g. income spending?				Do they understand the purpose of financial of organisations (including borrowing linked to interest)?			
				Are they able to make a plan for budgeting a sum of money for the class?				Do they understand the differences between "good" debit (planned and manageable) and "bad" debit (unplanned and unmanageable). For example investing mobile phone charges on which - on which deal would you to manage your job?			
				Can they develop methods to keep records of budgets and spending (including interest on borrowed				Can they assess best buy offers and deal in a range of circumstance? Compare buy one			

				money) income, expenditure and profit?				get one free, three for the price of two and half price.			
								Can they explain how spending money and are satisfaction from the purchase can vary e.g. how long things last, how well they perform and how long we are still interested in them?			
								Do they understand the ethical dimensions of their financial decisions e.g. effect of the environment?			

Skills Map for Enquiry

Physical Development (Please also see *Progression statements documents for real PE specific activities*).

Early Years

Gross Motor Skills	Aut	Spr	Sum	Fine Motor Skills	Aut	Spr	Sum
Can they negotiate space and obstacles safely, with consideration for themselves and others?				Can they hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases?			
Can they demonstrate strength, balance and coordination when playing?				Can they use a range of small tools, including scissors, paintbrushes and cutlery?			
Can they move energetically, such as running, jumping, dancing, hopping, skipping and climbing?				Do they begin to show accuracy and care when drawing?			

Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 1

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Develop fundamental movement skills (including running, jumping, throwing and catching)				Develop simple tactics for attacking and defending and ways to score			
Improve running technique and run for longer distances				Describe some basic rules			
Perform a run and jump sequence				Show good awareness of space and the actions of others			
Develop an under and over arm throwing action				Watch, describe and comment on what they have seen			
Maintains stillness on different bases of support with different body shapes				Develop ways to score			
Develop basic strength and flexibility				Show good awareness of space and the actions of others			
Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required							
Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Create and perform a movement phrase with a beginning, middle and end				Carry and set up equipment safely with help			
Show good awareness of space, apparatus and the actions of others				Apply skills in a variety of situations			
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Develop confidence and resilience				Identifies the heart as a muscle that grows stronger with exercise, play and physical activity			
Describe the differences in the way their body works and feels when playing different games							
Compete fairly showing good sportsmanship							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Know running, jumping and throwing is good for them and describe what it feels like				Differentiates between healthy and unhealthy foods			




Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 2

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching)	Yellow	Pink	Green	Show good awareness of space and the actions of others during games	Yellow	Pink	Green
Show good awareness of space and the actions of others	Yellow	Pink	Green	Use a variety of simple tactics in a small sided game	Yellow	Pink	Green
Compete in small sided games fairly showing good sportsmanship	Yellow	Pink	Green	Describe some basic rules	Yellow	Pink	Green
Develop basic strength and flexibility	Yellow	Pink	Green	Begin to watch others and focus on specific actions to improve own skills	Yellow	Pink	Green
Run with a good technique at different speeds	Yellow	Pink	Green	Handle apparatus safely and recognise risks involved	Yellow	Pink	Green
Perform a two footed jump	Yellow	Pink	Green				
Show a good throwing technique and extend accuracy and distance	Yellow	Pink	Green				
Perform basic gymnastic actions with control and coordination	Yellow	Pink	Green				
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness	Yellow			Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it	Yellow		
Know the difference between tension and relaxation in their body	Yellow	Pink	Green				
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Work and compete individually and with others	Yellow	Pink	Green	Identify physical activities that contribute to fitness			Green
Develop competence	Yellow	Pink	Green	Recognise the "good health balance" of nutrition and physical activity			Green
Develop confidence	Yellow	Pink	Green				
Know playing games is good for them and describe what it feels like	Yellow	Pink	Green				
Know running, jumping and throwing is good for them and describe what it feels like	Yellow	Pink	Green				
Compete fairly showing good sportsmanship	Yellow	Pink	Green				

Last updated 1/10/24

Greater Depth	Aut	Spr	Sum
Know flexibility, strength and body control is good for them and describe what it feels like.			

Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 3

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching)				Show good awareness of space and the actions of others			
Throw and catch with control when under limited pressure to keep possession and score goals				Use simple rules fairly and extend them to devise their own games			
Show an awareness of opponents and team mates during games				Recognise good performances in themselves and others and use what they have learned improve their own work			
Select running speed for appropriate activity				Take part in relay activities remembering when to run and what to do			
Make up and repeat a short sequence of linked jumps							
Adapt a gymnastic sequence to include different levels, speeds or directions							
Use more detailed plans and diagrams that take them from familiar to less familiar areas							
Develop gymnastic techniques and transitions							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Throw a variety of objects, changing their action for accuracy and distance				Use ideas they have learned in one task and apply them in another			
Perform combinations of gymnastic actions using floor, mats and apparatus				Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games			
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Begin to understand the importance of warming up				Recognise that strength and suppleness are important parts of fitness			
Identify that playing extended games improves their stamina				Develop calming techniques and self-regulate emotions with an adult			
Compete fairly showing good sportsmanship individually and with others							

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Develop competence and confidence							
Recognise when their body is warmer or cooler and when their heart beats faster and slower							
Get changed to and from PE kit independently in 3 minutes							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Know and describe the effects of different exercise activities on the body and how to improve stamina				Describes the concept of fitness and provides examples of physical activity to enhance fitness			
				Identifies foods that are beneficial for before and after physical activity			

Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 4

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Throw and catch with control when under limited pressure to keep possession and score goals				Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved			
Change pace, length and direction to outwit their opponent				Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others			
Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area				Work in cooperative groups to use different techniques, speeds and effort to meet challenges			
Perform a range of gymnastic actions with increased consistency and fluency				Handle apparatus safely and recognise risks involved			
Perform a range of jumps showing contrasting techniques and sometimes using a short run up							
Work with a partner to show similar and contrasting actions on the floor and apparatus							
Combine actions and show clarity of shape in longer sequences, alone or with a partner							
Perform dances using a range of movement patterns							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Choose and use a range of ball skills with a good degree of accuracy				Relate different athletic activities to changes in heart rate, breathing and temperature			
Use a variety of techniques and tactics to attack, keep possession and score				Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games			
				Develop calming techniques and self-regulate emotions			
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Work and compete individually and with others Get changed to and from PE kit independently in 3 minutes				Examines the health benefits of participating in physical activity			
Develop competence							
Develop confidence							

Understand how strength, stamina and speed can be improved by playing games							
Compete in small sided games fairly showing good sportsmanship							
Recognise when their body is warmer or cooler and when their heart beats faster and slower							
Recognise that strength and suppleness are important parts of fitness							
Get changed to and from PE kit independently in 3 minutes							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Lead activities and teach to other children				Discusses the importance of hydration and hydration choices relative to physical activities			

Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 5

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Use a large range of sending, receiving and travelling techniques in games, with varied control	Yellow	Pink	Green	Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations	Yellow	Pink	Green
Demonstrate a range of throwing actions using modified equipment with some accuracy and control	Yellow	Pink	Green	Show good awareness of space and the actions of others	Yellow	Pink	Green
Understand and demonstrate the differences between sprinting and distance running	Yellow			Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others	Yellow	Pink	Green
Show control in take-off activities	Yellow			Identify good performances and suggest ideas for practices that will improve their play	Yellow	Pink	Green
Work cooperatively to put strategies and solutions into action	Yellow	Pink	Green	Work in cooperative groups to use different techniques, speeds and effort to meet challenges	Yellow	Pink	Green
Develop and refine orienteering and problem-solving skills when working in groups and on their own	Yellow			Predict how different activities will affect heart rate, temperature and performance		Pink	
Perform dances using a range of movement patterns		Pink		Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria	Yellow		
Perform combinations of gymnastic actions with different levels, speeds and directions	Yellow						
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control	Yellow	Pink	Green	With help, devise warm up and cool down activities and justify their choices	Yellow	Pink	Green
Perform actions, shapes and balances with good body tension and extension	Yellow	Pink		Know and apply the strategic and tactical principles of various games and adapt them to different situations	Yellow	Pink	Green
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Work and compete individually and with others	Yellow	Pink	Green	Understand fully why exercise is good for fitness, health and wellbeing	Yellow	Pink	Green
Develop competence	Yellow	Pink	Green	Develop calming techniques and self-regulate emotions	Yellow	Pink	Green
Develop confidence	Yellow	Pink	Green				
Compete in small sided games fairly showing good sportsmanship	Yellow	Pink	Green				

Recognise that strength and suppleness are important parts of fitness							
Recognise when their body is warmer or cooler and when their heart beats faster and slower							
Get changed to and from PE kit independently in 3 minutes							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Design and lead activities and teach to other children				Designs a fitness plan to address ways to use physical activity to enhance fitness			
				Analyses the impact of food choices relative to physical activity, youth sports & personal health			

Skills Map for Enquiry

Swimming - Covered in 10 week rotation

Working Towards	Expected	Greater Depth
Can they swim between 15 metres unaided?	Can they swim 25 metres, keep swimming for 45 to 90 seconds?	Can they swim further than 100 metres?
Can they keep swimming for 30 to 45 seconds, using swimming aids and support?	Do they use 3 different strokes, swimming on their front and back?	Can they swim fluently and confidently for over 90 seconds?
Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water?	Can they control their breathing?	Do they use all 3 strokes with control?
Can they take part in group problem-solving activities on personal survival?	Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?	Can they swim short distances using butterfly?
Do they recognise how their body reacts and feels when swimming?	Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?	Do they breathe so that the pattern of their swimming is not interrupted?
Can they recognise and concentrate on what they need to improve?	Can they suggest activities and practices to help improve their own performance?	Can they perform a wide range of personal survival techniques confidently?
		Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?
		Can they describe good swimming technique and show and explain it to others?

Skills Map for Enquiry

Physical Education (Please also see Progression statements documents for real PE specific activities).

Year 6

Physical Skills	Aut	Spr	Sum	Thinking Skills	Aut	Spr	Sum
Use a large range of sending, receiving and travelling techniques in games, with varied control	Yellow	Pink	Green	Understand, choose and apply a range of tactics and strategies for defence and attack	Yellow	Pink	Green
Perform skills with greater speed, fluency and accuracy in invasion, striking and net games	Yellow	Pink	Green	With help, devise warm up and cool down activities and justify their choices	Yellow	Pink	Green
Choose appropriate techniques for specific events	Yellow	Pink	Green	Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others	Yellow	Pink	Green
Choose the best pace for a running event, in order to sustain running and improve their personal target			Green	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology	Yellow	Pink	Green
Show control and power in take-off and landing activities	Yellow						
Show accuracy and good technique when throwing for distance		Pink	Green				
Find appropriate solutions to problems and challenges	Yellow	Pink	Green				
Perform dances using a range of movement patterns		Pink					
Work with a partner or small group to practise and refine a sequence	Yellow	Pink					
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments	Yellow	Pink	Green	Organise and judge events and challenges well	Yellow	Pink	Green
Combine and perform actions, shapes and balances with fluency increasingly difficult combinations	Yellow	Pink		Know and apply strategic and tactical principles of a various games and adapt them to different situations	Yellow	Pink	Green
Personal Skills	Aut	Spr	Sum	Health Skills	Aut	Spr	Sum
Work and compete individually and with others	Yellow	Pink	Green	Understand fully why exercise is good for fitness, health and wellbeing	Yellow	Pink	Green
Develop competence	Yellow	Pink	Green	Identify activities that help develop stamina or power and suggest how some can be used in other types of activities	Yellow	Pink	Green

Develop confidence							
Compete in small sided games fairly showing good sportsmanship							
Compete in a range of team events							
Get changed to and from PE kit independently in 2 minutes							
Greater Depth	Aut	Spr	Sum	Greater Depth	Aut	Spr	Sum
Know the importance and types of fitness and how playing games contributes to a healthy lifestyle				Designs a fitness plan to address ways to use physical activity to enhance fitness			
				Analyses the impact of food choices relative to physical activity, youth sports & personal health			

Skills Map for Enquiry

Religious Education

Early Years

	Aut	Spr	Sum
ELG: People, Culture and Communities Can they discuss some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class?			

Skills Map for Enquiry

Religious Education

Year 1

	Aut	Spr	Sum
Can they give a simple reason using the word "because" when talking about religion and belief? (Philosophy)	Yellow		Green
Can they recognise that beliefs can have an impact on a believer's daily life, their family or local community? (Human/Social Science)	Yellow		
Can they begin to make connections between using their senses and what they know about the world around them? (Philosophy)	Yellow		Green
Can they ask questions about the world around them and talk about these questions? (Philosophy)	Yellow		
Can they use religious and belief stories to talk about how beliefs impact on how people behave? (Philosophy)	Yellow		Green
Can they recognise that people have different beliefs and that some people follow religions and others non-religious worldviews? (Human/Social Science)	Yellow		
Can they give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview? (Theology)		Pink	Green
Can they recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs? (Theology)		Pink	Green
Can they give an example of how people use beliefs to guide their daily lives? (Theology)		Pink	Green
Can they ask questions about the world around them and talk about these questions? (Philosophy)			Green

Skills Map for Enquiry

Religious Education

Year 2

	Aut	Spr	Sum
Can they recognise different types of writing from within one text? (Theology)	Yellow	Pink	
Can they retell a narrative, story or important text from at least one religion or worldview and recognise a link with belief? (Theology)	Yellow	Pink	
Can they give different examples of how different beliefs influence daily life? (Theology)	Yellow		
Can they give a reason to say why someone might hold a particular belief using the word "because"? (Philosophy)			Green
Can they recognise that some beliefs connect together and begin to talk about those connections? (Theology)	Yellow		
Can they identify and evidence religion and belief especially in the local area? (Human/Social Sciences)		Pink	
Can they recognise different religions, beliefs and worldviews and use them correctly? (Human/Social Sciences)		Pink	
Can they talk about what people mean when they say they know something? (Philosophy)			Green
Can they talk about the questions or a story or practice from a religion or worldview might make them ask about the world around them? (Philosophy)			Green
Can they recognise ways in which beliefs can have an impact on a believer's daily life, their family or local community? (Human/Social Sciences)		Pink	

Skills map for Enquiry

Religious Education

Year 3

	Aut	Spr	Sum
Identify a range of ways in which beliefs can have an impact on a believer's daily life (Human Social Science)			
Identify a range of ways in which beliefs can have an impact on a believer's family and community (Human Social Science)			
Show awareness of different sources of authority (Theology)			
Understand how different sources of authority link with belief -i.e. the Bible links to Christian beliefs. (Theology)			
Identify different types of writing and give an example of how a believer might interpret a source of authority (theology)			
Decide if a reason/argument based on religion makes sense to them and is clearly expressed (Philosophy)			
Use more than one reason to support their view (Philosophy)			

Skills map for Enquiry

Religious Education

Year 4

	Aut	Spr	Sum
Describe ways in which beliefs can impact on and influence individuals and communities (Human/social science)	Yellow		Green
Show awareness of how individuals, communities and societies can also shape beliefs. (Human/social science)	Yellow		Green
Identify different sources of authority and how they link with belief.(Theology)	Yellow	Pink	
Give examples of different writings and different ways in which believers interpret sources of authority. (Theology)	Yellow	Pink	
Begin to weigh up whether different reasons and arguments are expressed coherently (philosophy)			Green
Give reasons for more than one point of view (Philosophy)			Green
Provide evidence to support a point of view (Philosophy)			Green

Skills map for Enquiry

Religious Education

Year 5

	Aut	Spr	Sum
Explain how beliefs can impact on and influence individuals and communities (Human/social science)			
Explain how individuals, communities and societies can also shape beliefs. (Human/social science)			
Explain, using a range of reasons, whether an argument or belief is coherent and logical (Philosophy)			
Link a range of different pieces of evidence together to form a coherent argument (Philosophy)			
Describe different sources of authority and how they link with belief (Theology)			
Describe a range of different interpretations of sources of authority (Theology)			
Consider the reliability of sources for a group of believers (Theology)			

Skills map for Enquiry

Religious Education

Year 6

	Aut	Spr	Sum
Begin to analyse and evaluate how beliefs can impact on and influence individuals and communities (Human/social science)			
Begin to analyse and evaluate how individuals, communities and societies can also shape beliefs. (Human/social science)			
Begin to analyse and evaluate whether a position/argument is coherent and logical (Philosophy)			
Show increasing awareness of, and respect for, divergence of opinion. (Philosophy)			
Use well-chosen pieces of evidence to support and counter a particular argument.(Philosophy)			
Explain different sources of authority and the connections with beliefs. (Theology)			
Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. (Theology)			

Skills Map for Enquiry

PSHE

PSHE/PATHS

Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they show an understanding of why we have rules within our circle time and classroom?				Do they understand how to give and receive a compliment?				Can they describe themselves in positive terms and talk about abilities?			
Can they concentrate and listen effectively during group activities and class circle times?				Can they respond appropriately during group/class discussions?				Do they get involved and participate in circle time?			
Are they aware of their own basic feelings, and are they able to manage/respond to them appropriately?				Are they aware of the feelings of others and be able to behave appropriately?							

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 1

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they show an understanding of why we have rules within our classroom and school?				Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?				Can they recognise that we all have a range of feelings that are 'comfortable or uncomfortable' and that all of these feelings are 'OK'?			
Are they able to exhibit self-control and use PATHS 'Turtle Technique'?				Are they able to use basic problem solving skills independently or with their friends?							
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they apply their knowledge of rules to the wider community?				Do they know how compliments contribute to the well-being of the people around them?				Can they make a conscious link between feelings and behaviours?			

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 2

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they explain how rules contribute to a positive learning environment?	Yellow			Can they link the compliments that they give to their learning?	Yellow			Can they recognise a broader range of feelings (e.g. hopeful, disappointment) within themselves and others?	Yellow	Pink	Green
Can they use their 'problem solving skills' independently to resolve issues associated with their feelings as they arise (e.g. embarrassment expectations and disappointments)?	Yellow	Pink	Green		Grey	Grey	Grey		Grey	Grey	Grey
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Do they know how compliments contribute to the well-being of people within our society?		Pink		Do they display empathy in dealing with situations with greater independence?	Yellow	Pink	Green		Grey	Grey	Grey

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 3

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they link the compliments that they give to the 'Excellent Learners' skills?	Yellow			Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals?	Yellow			Do they know how compliments and actions can enhance or have a negative impact on self-esteem and well-being?	Yellow		Green
Do they recognise the different forms of relationships e.g. friends, family?		Pink	Green	Are they aware of the importance of tolerance and resilience?			Green				
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Are they able to demonstrate tolerance and resilience through overcoming obstacles?				Do they recognise the difference between a positive and unsuccessful relationship?							

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 4

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they adapt their 'problem solving skills' independently to resolve issues using the PATHS 'Traffic Light Control Signals' knowing that there will be different outcomes?				Do they recognise the difference between a positive and unsuccessful relationship?				Do they recognise that feelings can have various intensities?			
Can they understand the need for tolerance within our community when discussing how 'We are all unique'?				Do they recognise their social responsibilities within their community?							
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they demonstrate an understanding of the qualities or otherwise of a relationship in a scenario that is different from their own experiences?				Are they able to express their feelings more precisely with a greater awareness of the impact this may have on others?							

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 5

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they see the bigger picture in order to select the best strategy to problem solve, weighing up options, outcomes and consequences?				Are they able to independently set out realistic solutions to achieve a desired goal acknowledging obstacles?				Are they able to suggest or demonstrate solutions to resolve challenges within different relationships e.g. peer pressure, gossip, and teasing, family challenges?			
Can they understand the need for tolerance when discussing stereotypes and discrimination?											
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they support others in problem solving without needing recognition or self-gain?				Can they demonstrate tolerance towards others and act appropriately?							

Skills Map for Enquiry

PSHE

PSHE/PATHS

Year 6

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can they problem solve for others weighing up options and outcomes e.g. Playground Pals?				Do they recognise the feeling of stress and know how to seek support?				Are they able to prioritise and organise their study and leisure time independently?			
Are they aware of strategies for conflict resolution?				Are they able to demonstrate an understanding of respect within the school and wider community?				Are they able to acknowledge their own personal challenges and demonstrate resilience in moving forward?			
Greater Depth											
	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Could they explain who they would seek support from to deal with stress and why?				Are they able to demonstrate empathy towards both parties in a conflict?				Can they demonstrate self-awareness of their own mental health?			

Skills Map for Enquiry

RSE

Early Years

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can identify a range of comfortable and uncomfortable feelings.	Yellow			Can identify ways to keep clean.	Yellow			Can discuss their likes with others recognising we all like different things.		Pink	
Can begin to describe their own feelings.	Yellow			Can explain when and why it is important to wash their hands.	Yellow			Can discuss their dislikes with others recognising we all dislike different things.		Pink	
Can manage uncomfortable feelings.	Yellow			Can explain and demonstrate the correct way to wash their hands.	Yellow			Can considered how to make a difficult choice, listening to other people's opinions.		Pink	
Can identify that there are some ways that people can be the same as each other.		Pink		Can discuss simply what the word private means.			Green	Can identify the people that are special to them.			Green
Can identify that there are some ways that people can be different from each other.		Pink		Can identify some things that are done in private.			Green	Can discuss what makes people special to each other.			Green
Knows that everyone should be OK to be themselves and can identify something that makes them unique.		Pink		Can identify when other people may need to be privacy.			Green	Understands how special people look after each other and can identify how their behaviour might make them feel.			Green

Skills Map for Enquiry

RSE

Year One

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can describe a range of comfortable and uncomfortable feelings, correlating feelings to facial expressions.	Yellow			Can correctly name the main parts of the body.	Yellow			Can actively listen to other people to obtain information.		Pink	
Can understand that people react differently to their feelings, recognising that some responses are more acceptable than others.	Yellow			Can name the private part of the body that boys have.	Yellow			Can think of ways to communicate effectively and resolve a situation/disagreement.		Pink	
Knows that all feelings are OK, but some behaviours are not.	Yellow			Can name the private part of the body that girls have.	Yellow			Can consider ways to resolve disagreements through negotiation within a range of scenarios.		Pink	
Is able to identify what First Aid is and why we need it.	Yellow										
Can identify a range of similarities between themselves and their peers.		Pink		Can identify some ways in which different diseases can be spread.			Green	Can identify a range of problems where they may require help.			Green
Is confident in identifying and sharing differences between themselves and their peers.		Pink		Can identify some ways in which we can protect ourselves from some diseases.			Green	Can identify people that can help look after them and who they can ask for help from.			Green
Can celebrate the similarities and differences that people have.		Pink		Can identify some ways/methods in which we can prevent and protect others from catching diseases.			Green	Can demonstrate effective ways of asking for help if needed.			Green
Understands what a phone call to 999 will be like, including what kinds of questions they might ask and when to call 999.		Pink						Is able to identify when someone might be having an asthma attack and what to do to help them.			Green

Skills Map for Enquiry

RSE

Year Two

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can reflect on their own self-esteem.	Yellow			Shows a good understanding of how a baby grows.	Yellow			Can discuss what bullying is and identify bullying behaviours.		Pink	
Can recognise and celebrate their own strengths.	Yellow			Recognises and explains how they have changed and grown since they were born.	Yellow			Can discuss how bullying might make someone feel and the impact it might have.		Pink	
Can identify personal goals for themselves.	Yellow			Can discuss how they might change as they grow older.	Yellow			Can suggest a range of strategies to respond to bullying either for themselves to help others.		Pink	
				Is able to identify what First Aid is and why we need it.							
Can identify things that make them unique and can confidently discuss these with others.		Pink		Can identify that there are different types of touch, comfortable and uncomfortable.			Green	Knows what a secret is and can discuss how it might make them feel.			Green
Understands that there are lots of different types of families and can discuss their own.		Pink		Understands that people need personal space.			Green	Knows what a surprise is (identify a range of surprises) and discuss how it makes them feel.			Green
Shows an understanding of wanting to 'fit in' and understands that they do not need to feel pressurised to be different to who they are.		Pink		Can identify when 'safe touch' may be necessary and when touch may be unsafe and know how to respond to this.			Green	Knows that they can tell someone if they are asked to keep a secret that makes them feel uncomfortable, worried or afraid.			Green
Is able to understand and describe ways to keep calm in a First Aid emergency.		Pink						Is able to recognise a burn and when it needs treating.			

Skills Map for Enquiry

RSE

Year Three

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can recognise at least one personal strength.	Yellow			Can discuss ideas about maturing and body changes, reflecting on positive statements for each stage.	Yellow			Can recognise a wide range of relationships.		Pink	
Can consider a range of thoughts, feelings and behaviours related to high and low self-esteem and can consider their own self-esteem.	Yellow			Can recognise and celebrate similarities and differences between different people.	Yellow			Can identify the type and context of relationship.		Pink	
Can identify future aspirations.	Yellow			Can suggest ways to maintain personal hygiene and an understanding of how to prevent the spread of bacteria.	Yellow			Can identify a wide range of respectful relationships.		Pink	
				Explain some situations where someone might need to give someone first aid.							
Can identify stereotypical views around gender, recognising similarities between both genders.		Pink		Can use the scientific terms for parts of the body, including genitalia.			Green	Can identify positive elements of a surprise, understanding why surprises may need to be hidden from someone for a period of time.			Green
Can consider and challenge their own values and judgments on gender.		Pink		Recognise that their peers may have different comfort levels around touch to their own.			Green	Recognise the difference between a secret and surprise.			Green
Can identify positive aspirations for their futures which are not restricted by stereotypical views of gender.		Pink		Can demonstrate methods of obtaining, giving, withholding and withdrawing consent.			Green	Can identify five different people they could report a 'secret' to if needed.			Green
Can recognise when someone is bleeding and may need assistance. (knows the key action to help when someone is bleeding a lot).		Pink			Is able to spot and identify possible dangers in their surroundings.				Green		

Skills Map for Enquiry

RSE

Year Four

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can recognise different emotions and how these may present in themselves and other people.				Understands basic foetal development.				Knows a range of behaviours that are acceptable in private, public and both.			
Can suggest strategies for managing the emotions of anger (ie deep breathing as a strategy to calm down) and for feeling scared.				Can identify physical growth experienced from birth to date.				Can identify different types of touch, categorising these into comfortable and uncomfortable touch.			
Knows how various people might feel in different scenarios.				Is aware of anticipated physical changes to the body as they approach and move through puberty including emotional changes.				Knows a range of unhealthy relationship behaviours, identifying how this could cause them to feel and offered appropriate verbal responses.			
				Is able to give examples of how to help others in a First Aid situation.							
Can recognise similarities and differences between people in the class.				Is aware of the serious implication of marriage including its legal framework.				Can identify dangerous situations across a range of environments.			
Can identify people in their family, understanding that all families are unique.				Understands some of the reasons why people choose to get married or to remain in a partnership without marriage.				Can identify strategies and people that could help them to manage dangerous situations.			
Is aware that they are unique and that everyone is different.				Is aware of the cultural practice of arranged marriage through discussion.				Can rehearse skills and techniques appropriate to managing a range of scenarios.			
Is able to discuss and give examples of what to do and in what order when helping others.								Is able to describe the key actions to take when helping someone who has a head injury.			

Last updated 1/10/24

Skills Map for Enquiry

RSE

Year Five

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can identify a wide range of emotions (comfortable and uncomfortable) that may be experienced during puberty.	Yellow			Can identify a range of puberty effects on the male body and label the male reproductive system.	Yellow			Can identify the different ways in which they are connected to other members of their class and identify people they are in a relationship with outside of school.		Pink	
Are aware of how their emotions might cause them to behave and the impact that this has on others.	Yellow			Can identify a range of puberty effects on the female body and then correctly label the female reproductive system.	Yellow			Can consider relationship scenarios, identifying healthy and unhealthy relationship behaviours within them.		Pink	
Can identify strategies that they could use to help them manage uncomfortable and overwhelming emotions.	Yellow			Can discuss responses to puberty issues and feelings with a level of maturity appropriate to their age, with confidence.	Yellow			Knows how to respond to an unhealthy relationship.		Pink	
				Is able to describe what First Aid is and why it is important.	Yellow						
Is aware of key terminology associated with sex, gender and sexuality.		Pink		Can identify a range of media platforms in which they share different types of personal information about themselves.			Green	Can identify scenarios that may occur online which they, or someone else might find upsetting.			Green
Knows that using terminology associated with sex, gender and sexuality, to bully someone is unacceptable.		Pink		Understands how quickly information about them can be shared online and how this might make them feel.			Green	Can consider differing responses to scenarios.			Green
Can maturely respond to incidents of homophobic and transphobic bullying appropriate to their age and stage.		Pink		Understands that online sharing can be outside of their control, their feelings and responsibilities.			Green	Knows a range of effective strategies for asking for help.			Green
Is able to describe the key action to help when someone may have a broken bone.		Pink						Is able to recognise when someone is choking and knows the key action to take.			

Skills Map for Enquiry

RSE

Year Six

	Aut	Spr	Sum		Aut	Spr	Sum		Aut	Spr	Sum
Can recognise ways in which body image messages can be unrealistic.	Yellow			Can correctly label both male and female reproductive diagrams.	Yellow			Can use correct terminology to describe gender and sexuality.		Pink	
Is aware of how media manipulate images to create unrealistic body proportions, identifying the impact that this can have on a person.	Yellow			Can correctly order stages of sexual intercourse and conception.	Yellow			Knows facts relating to gender and sexuality, including those related to homophobic, biphobic and transphobic bullying.		Pink	
Knows that a person can have positive self-talk, paying themselves and others compliments.	Yellow			Is aware of stages of sexual intercourse or conception and uses the correct terminology.	Yellow			Is aware of supportive responses to disclosures about gender identity and sexuality.		Pink	
Is able to describe how to respond when someone is unresponsive and breathing.	Yellow							Is able to describe how to respond when someone is unresponsive and not breathing.			
Is aware of the cultural practice of FGM.		Pink		Knows infections can be spread easily, including through sexual intercourse.			Green	Is aware of a range of different issues that can affect someone of their age.			Green
Understands cultural myths about FGM.		Pink		Knows that a condom can help to prevent STI's and pregnancy.			Green	Can name safe places where they can access help, support and advice for a range of problems.			Green
Can identify appropriate ways to seek support and report FGM.		Pink		Can explain what an STI is, how it can be spread.			Green	Can show empathy to how issues may make a person feel.			Green
								Is able to recall facts about illegal and harmful substances and the associated risks.			