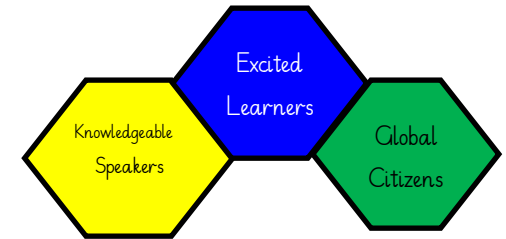
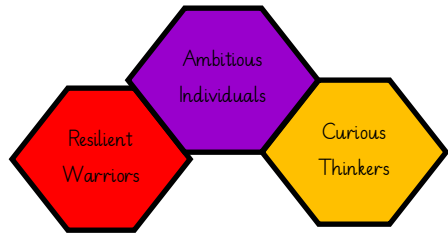


Curriculum Skills Progression and Assessment Handbook



Art and Design
 "Art is a place for children to learn to trust their ideas themselves and to explore what is possible."
 Maryann F Kohl – educator and publisher

Geography
 "The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world."
 President Barack Obama

Science
 "The important thing is to never stop questioning."
 Albert Einstein

Computing
 "The computer is not a device anymore. It is an extension of your mind and your gateway to other people."
 Mark Shuttleworth-Entrepreneur

History
 "The more you know about the past, the better prepared you are for the future"
 Theodore Roosevelt

At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.

Languages
 'The limits of my language are the limits of my world'.
 Ludwig Wittgenstein. Australian-British philosopher of language.

Music
 "There is music in every child. The teacher's job is to find it and nurture it."
 Francis Clark- pianist

Design and Technology
 "It's not just about ideas, it's about making ideas happen"
 Scott Belsky- entrepreneur

P.E
 "If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward."
 Martin Luther King

RE
 "The beauty of the world lies in the diversity of its people."
 Unknown

PE N

Autumn – music and rhythm, action songs, wiggle while jiggle.

Spring – team games, circle games, ball skills

Summer – Balancing on large apparatus, team games, sports day

PE R

Autumn – focus on finding space and using bean bags
balancing, carrying, jumping, aiming and throwing, catching

Spring– gymnastics and dance

travelling taking weight on different parts of the body

Summer – focus on using balls and other equipment
balancing, carrying, jumping, aiming and throwing, catching

PE Y1

Autumn – making up games with a partner

Spring – gymnastics and dance

Summer – throwing and catching

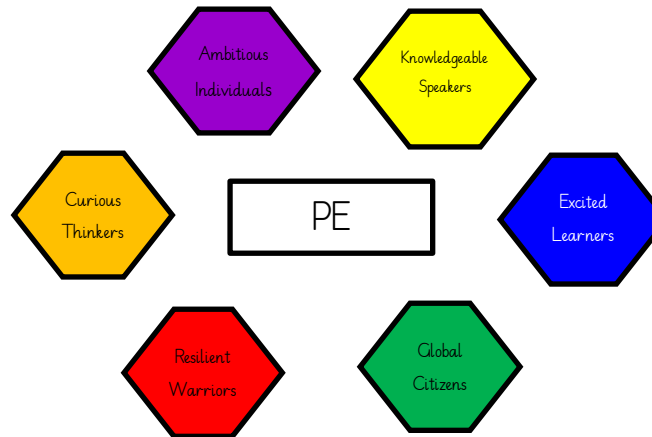
In Addition

Swimming

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively.

Perform safe self rescue in water based activities.



PE Y2

Autumn – making up games with a partner
aiming, striking and kicking

Spring – gymnastics and dance

Summer – throwing and catching
inventing games

PE Y6

Autumn – striking and fielding

Spring – gymnastics and dance

Summer – invasion games

PE Y5

Autumn – invasion and target games

Spring – gymnastics and dance

Summer – net, wall and court games

PE Y4

Autumn – net, court and wall games

Spring – gymnastics and dance

Summer – problem solving
inventing and competition

PE Y3

Autumn – basic skills and invasion focus

Spring – gymnastics and dance

Summer – creative skills
making and competing

Physical Education

Master basic movements in games.

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use fixed and flexible resources to challenge and enhance physical skills and development.</p> <p>Begin to understand movement and instruction vocabulary (gallop, slither, follow, lead, copy)</p> <p>Become more confident, competent, creative and adaptive movers.</p>	<p>Begin to challenge own physical skills by climbing higher, running faster, jumping further.</p> <p>Complete obstacle courses that demand a range of movements (crawling, climbing, jumping, running).</p> <p>Play games that require quick changes of speed and direction.</p> <p>Use wheeled resources to balance, sit, ride, pull, push (2 wheeled bikes, pedal bikes, skateboards, wheelbarrows, prams, carts)</p> <p>Play team games with rules and targets.</p> <p>Use a range of different sized 'balls' (tennis balls, ping pong balls, beach balls, balloons).</p>	<p>Use rolling, hitting, running, jumping, catching and combination</p> <p>Name and use different parts of their bodies</p> <p>Use a range of small equipment with increasing confidence and control</p> <p>Work sensibly and co-operatively with other children</p>	<p>Use rolling, hitting, running, jumping, catching and combination</p> <p>Use terms opponent and team mate</p> <p>Develop tactics</p> <p>Lead others when appropriate</p>	<p>Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of equipment</p> <p>Understand and use 'beat your own record' activities to put skills under pressure and improve performance</p> <p>Throw, catch and bounce when in a stationary position or moving about the playing area and aiming at the target</p> <p>Understand and use a range of strategies for making games harder (e.g high/low, different directions, over the head, over-arm throwing, one hand, the other hand etc.)</p>	<p>Accurately pass and receive a range of balls in different ways with hands (e.g chest pass, bounce pass, shoulder pass)</p> <p>Demonstrate control when dribbling, passing and receiving with feet or stick</p> <p>Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)</p> <p>Pass and receive on the move and signal for the ball to retain possession and show progression down the pitch</p> <p>Explain why their team succeeded in these activities</p> <p>Play with confidence in various small game formations (e.g 2 v 1, 3 v 1, 3 v</p>	<p>Use a bat and strike a ball with a degree of accuracy and control</p> <p>Throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions</p> <p>Aim a ball over a barrier to land in spaces on the other side</p> <p>Understand, plan and combine skills to play 1 v 1 net games cooperatively with a partner and they try to make it difficult to return the shots</p> <p>Understand and play a game over a low or high barrier throwing into spaces to score (1 v 1 or 3 v 3)</p>	<p>Choose and use skills which meet the specific needs of the ball handling invasion games (e.g passing by throwing, bouncing, receiving, carrying, dribbling and shooting)</p> <p>Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal</p> <p>Demonstrate a range of skills, using one hand or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst moving</p> <p>Find and use space to help their team and use a variety of tactics to keep the ball (e.g changing speed and</p>

	<i>Use a range resources used to bat, pat and hit a ball.</i>				<i>2, 2 v 2, 3 v 3)</i>		<i>direction); work as a team in various small-sided ball-handling games and be able to transfer common principles of play and basic attacking strategies across the games</i>
Develop flexibility and strength in gymnastics.							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<i>Begin to understand movement and instruction vocabulary (gallop, slither, follow, lead, copy)</i> <i>Become more confident, competent, creative and adaptive movers.</i>	<i>Develop body strength, co-ordination, balance and agility by spinning, rocking, tilting, sliding, bouncing.</i> <i>Develop core strength and stability (crawling, climbing, pulling themselves up, hanging on monkey bars)</i> <i>Develop precision and accuracy when beginning and ending movements.</i>	<i>Stretch and curl to develop flexibility.</i> <i>Jump in a variety of ways and land with increasing control and balance.</i> <i>Suggested skills- front support, back support, arch, dish, log roll, teddy bear roll, forward roll, stretch jump.</i>	<i>Copy and remember actions.</i> <i>Move with control and awareness of space.</i> <i>Link more than two actions to make a sequence.</i> <i>Show contrasts such as small/tall, straight/curved, wide/narrow.</i> <i>Travel by rolling forwards, backwards and sideways.</i> <i>Hold a position while balancing on large and small body parts.</i> <i>Climb safely on equipment.</i> <i>Stretch and curl to develop flexibility.</i> <i>Jump in a variety of ways from apparatus</i>	<i>Plan, perform and repeat sequences.</i> <i>Move in an expressive manner.</i> <i>Refine movements into sequences.</i> <i>Show changes of direction, speed and level during a performance.</i> <i>Travel in a variety of ways including a combination slow and fast.</i> <i>Demonstrate a range of balances which are still and interesting.</i> <i>Swing and hang from equipment using hands.</i>	<i>Plan, perform and repeat sequences.</i> <i>Move in a clear, fluent and expressive manner.</i> <i>Refine movements into sequences.</i> <i>Show changes of direction, speed and level during a performance.</i> <i>Travel in a variety of ways including flight.</i> <i>Demonstrate a range of balances which are still and interesting eg counterbalancing and exploring centre of gravity.</i> <i>Swing and hang from equipment using hands.</i>	<i>Create well executed sequences that include- travelling, balances, swinging, springing, flight, vaults, rotations, bending, stretching, twisting, gestures and linking skills.</i> <i>Hold shapes that are strong and expressive. Include set pieces within sequences and link them with appropriate elements.</i> <i>Vary speed, direction, level and body rotation during floor performances.</i> <i>Practise and refine gymnastic techniques used in performances.</i> <i>Use equipment to vault and swing.</i>	<i>Create complex and well executed sequences that include- travelling, balances, swinging, springing, flight, vaults, rotations, bending, stretching, twisting, gestures and linking skills.</i> <i>Hold shapes that are strong, fluent and expressive. Include set pieces within sequences and link them with appropriate elements.</i> <i>Vary speed, direction, level and body rotation during floor performances.</i> <i>Practise and refine gymnastic techniques used in performances.</i>

			<p>and land with increasing control and balance.</p> <p>Suggested skills- Y1 list plus backward roll, tucked headstand, simple one foot balance, tuck jump, star jump.</p>	<p>Suggested skills- Y1/2 list plus forward roll to straddle, backward roll to straddle, straight legged headstand, arabesque, half turn.</p>	<p>Suggested skills- Y1/2/3 list plus handstand, cartwheel, Y balance, bridge, partner balances, full turn.</p>	<p>Suggested skills- Y1/2/3/4 list plus running cartwheel, round off, springboard work, squat onto a vault stretch/star/tuck off, 360 spin.</p>	<p>Use equipment to vault and swing.</p> <p>Suggested skills- Y1/2/3/4/5 list plus running cartwheel, round off, springboard work, straddle over a vault.</p>
Perform dances- Link to thematic work where possible.							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Replicate choreographed dances, such as pop songs and traditional dances from around the world.</p> <p>Move in time with music and respond to changes.</p> <p>Choreograph own dance moves, using some of the steps and techniques they have learnt.</p>	<p>Choose movements to communicate a feeling.</p>	<p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in an expressive manner.</p> <p>Link movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes.</p> <p>Perform complex moves that combine strength and stamina gained</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics</p>

						<i>through gymnastics activities (such as rolls)</i>	<i>activities (such as cartwheels or handstands)</i>
Develop practical skills in OAA							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
N/A – There is no requirement for Nursery to carry out OAA	N/A – There is no requirement for Reception to carry out OAA	<p>N/A – There is no requirement for Year 1 to carry out OAA</p> <p><i>Arrive properly equipped for outdoor and adventurous activity.</i></p> <p><i>Use maps to orientate themselves.</i></p>	<p>N/A – There is no requirement for Year 2 to carry out OAA</p> <p><i>Arrive properly equipped for outdoor and adventurous activity.</i></p> <p><i>Use maps to orientate themselves.</i></p>	<p><i>Understand the need to show accomplishment in managing risks.</i></p> <p><i>Form part of a team seeking support if required.</i></p> <p><i>Show resilience when plans do not work.</i></p> <p><i>Use maps and compasses to orientate themselves.</i></p>	<p><i>Show an ability to both lead and form part of a team.</i></p> <p><i>Support others.</i></p> <p><i>Show resilience when plans do not work and initiative to try new ways of working.</i></p> <p><i>Use maps, compasses and digital devices to orientate themselves.</i></p> <p><i>Remain aware of changing conditions and change plans if necessary.</i></p>	<p><i>Select appropriate equipment for outdoor and adventurous activity.</i></p> <p><i>Identify possible risks and ways to manage them.</i></p> <p><i>Embrace team roles and gain the commitment and respect of a team seeking support from team members if necessary.</i></p> <p><i>Remain positive and show persistence.</i></p> <p><i>Use maps, compasses, digital devices to orientate themselves.</i></p> <p><i>Quickly assess changing conditions</i></p>	<p><i>Identify possible risks and ways to manage them listening carefully to expert advice.</i></p> <p><i>Embrace Leadership roles and gain the commitment and respect of a team seeking support from team members and experts if necessary.</i></p> <p><i>Remain positive even in the most challenging circumstances rallying others if necessary.</i></p> <p><i>Use a range of devices to orientate themselves.</i></p> <p><i>Quickly assess changing conditions and adapt plans to ensure safety comes first.</i></p>
Athletics- in preparation for sports day events.							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
N/A – There is no requirement for Nursery to carry out Athletics. This will be	N/A – There is no requirement for Reception to carry out Athletics. This will be	N/A – There is no requirement for Year 1 to carry out Athletics. This will be combined	N/A – There is no requirement for Year 1 to carry out Athletics. This will be combined	<i>Sprint 60m</i>	<p><i>Sprint 60m</i></p> <p><i>Run over a longer distance conserving</i></p>	<i>Combine sprinting with low hurdles over 60m.</i>	<i>Combine sprinting with low hurdles over 60m.</i>

combined with the teaching of Games.	combined with the teaching of Games.	with the teaching of Games.	with the teaching of Games.	<p><i>Run over a longer distance conserving energy</i></p> <p><i>Throw overarm and underarm.</i></p> <p><i>Throw with accuracy to hit a target.</i></p> <p><i>Jump from standing.</i></p> <p><i>Compete with others.</i></p>	<p><i>energy in order to sustain a performance.</i></p> <p><i>Throw overarm and underarm.</i></p> <p><i>Throw with accuracy to hit a target or cover a distance.</i></p> <p><i>Jump using a run up.</i></p> <p><i>Compete with others and aim to improve personal best.</i></p>	<p><i>Choose the best place for running over a variety of distances.</i></p> <p><i>Throw accurately overarm and underarm and refine performance by analysing technique and body shape.</i></p> <p><i>Show control in take offs and landings when jumping from standing and from a run up.</i></p> <p><i>Compete with others and keep track of personal best performances.</i></p>	<p><i>Choose the best place for running over a variety of distances.</i></p> <p><i>Throw accurately overarm and underarm and refine performance by analysing technique and body shape.</i></p> <p><i>Show control in take offs and landings when jumping from standing and from a run up.</i></p> <p><i>Compete with others and keep track of personal best performances setting targets for improvements</i></p>
--------------------------------------	--------------------------------------	-----------------------------	-----------------------------	--	---	---	---

Swimming

Swim competently, confidently and proficiently over a distance of at least 25 metres

Use a range of strokes effectively (for example: front crawl, back stroke and breast stroke)

Perform safe self-rescue in different water-based situations