



Individual Pupil Skills Progressions- End of KS1 Transition

Name: _____
SATS year: _____

Science & Technology

Science

<p>1.1 Ask simple scientific questions showing curiosity about the world around them</p> <p>1.2 Access simple research sources to find out more about a topic of choice</p> <p>1.3 Apply their own knowledge of the world around them</p>	<p>2.1 Observe closely, using simple equipment including magnifiers and microscopes</p> <p>2.2 Perform simple tests gathering and recording data to help answer questions</p> <p>2.3 Present findings in a clear and effective way including labelling</p>	<p>3.1 Use their observations and ideas to suggest answers</p> <p>3.2 Make simple conclusions from data in tables, graphs and charts</p> <p>3.3 Identify and classify objects, materials and living things.</p> <p>3.4 Make sensible predictions</p>	<p>4.1 Use and select from a range of equipment to take measurements</p> <p>4.2 Know why accurate measurements are important</p> <p>4.3 Be able to use standard and non-standard units</p> <p>4.4 Be able to make observations over time.</p>
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Computing

<p>1.1 Explain why I need to keep my password and personal information private.</p> <p>1.2 Describe the things that happen online that I must tell an adult about.</p> <p>1.3 Talk about why it is important to be kind and polite online and in real life.</p> <p>1.4 Know that not everyone is who they say they are on the Internet.</p>	<p>2.1 Give instructions to my friend (using forward, backward and turn) and physically follow their instructions.</p> <p>2.2 Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p> <p>2.3 Program a robot or software to do a particular task.</p> <p>2.4 Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p>3.1 Talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p> <p>3.2 Make and save a chart or graph using the data I collect.</p> <p>3.3 Talk about the data that is shown in my chart or graph.</p> <p>3.4 Start to understand a branching database.</p> <p>3.5 Say what kind of information I could use to help me investigate a question.</p>	<p>4.1 Use technology to organise and present my ideas in different ways.</p> <p>4.2 Use the keyboard on my device to add, delete and space text for others to read.</p> <p>4.3 Use an online tool that will help me to share my ideas with other people.</p> <p>4.4 Save and open files on the device I use.</p>	<p>5.1 Say why I use technology in the classroom and in my home and community.</p> <p>5.2 Identify benefits of using technology including finding information, creating and communicating.</p> <p>5.3 Talk about the differences between the Internet and things in the physical world.</p>
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Humanities

History

<p>1.1 Know about past events in own life and more distant past.</p> <p>1.2 Know about some significant people in</p>	<p>2.1 Put events in a chronological order on a simple timeline.</p> <p>2.2 Use words relating to passing of time.</p>	<p>3.1 Ask questions about different topics studied .</p> <p>3.2 Make simple comparisons between different topics studied or known about.</p>	<p>4.1 Use different types of historical evidence and draw simple conclusions from them.</p> <p>4.2 Understand why some evidence survives</p>	<p>5.1 Suggest plausible reasons to explain how people behaved in past.</p> <p>5.2 Consider how different people 's lives would have been to our</p>
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Geography

<p>1.1 Demonstrate simple locational knowledge about places in UK and wider world.</p> <p>1.2 Demonstrate knowledge of locality of Norwich.</p>	<p>2.1 Describe places studied using simple geographical vocabulary.</p> <p>2.2 Know vocabulary for some geographical features of places studied.</p>	<p>3.1 Be able to identify some differences and similarities between places studied and own locality.</p> <p>3.2 Be able to express reasonable opinions about what it would be like to live in climate of different places.</p>	<p>4.1 Be able to ask and answer simple questions about geographical features and concepts.</p> <p>4.2 Use different geographical resources to try to find the answers to an investigation.</p>	<p>5.1 Know that maps use a plan view and how an atlas is organised.</p> <p>5.2 Be able to find places on a globe.</p> <p>5.3 Have looked at photographs of geographical features and explained what they are showing.</p>
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Religious Education

<p>L.1 Recall and name some different beliefs and practices, including festivals, worship, rituals and ways of life</p> <p>L.2 Retell and suggest meanings to some religious and moral stories</p> <p>L.3 Recognise some different religious symbols and actions</p>	<p>2.1 Ask and respond to questions about what individuals and communities do</p> <p>2.2 Observe and recount different ways of expressing identity and belonging</p> <p>2.3 Notice and respond sensitively to some similarities between different religions and worldview</p>	<p>3.1 Explore simple questions about belonging and meaning so that they can begin to express their own ideas and opinions</p> <p>3.2 Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>3.3 Find out about questions of right and wrong and begin to express their ideas and opinions in response</p>
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Creativity

Art

<p>1.1 Express ideas in art work</p> <p>1.2 Use drawing to record ideas and experiences</p>	<p>2.1 Try out a range of materials and processes</p> <p>2.2 Deliberately choose to use particular techniques for a given purpose</p>	<p>3.1 Show interest in and describe what they think about the work of others</p> <p>3.2 Express simple preference views about work of real artists</p>	<p>4.1 Know that there are different forms of art from different cultures and times</p> <p>4.2 Talk about the different materials, techniques and processes used</p>
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DT

<p>1.1 Describe who their products are for, how they will work and who they are for</p> <p>1.2 Use simple design criteria to help develop their ideas</p> <p>1.3 Generate ideas by drawing on their own experiences and knowledge of existing products</p> <p>1.4 Develop and communicate ideas by talking and drawing</p> <p>1.5 Model ideas by exploring materials, components and construction kits and by making templates and mockups</p>	<p>2.1 Plan by suggesting what to do next and select from a range of tools and equipment, explaining their choices</p> <p>2.2 Select from a range of materials and components according to their characteristics</p> <p>2.3 Measure, mark out, cut and shape materials and components</p> <p>2.4 Assemble, join and combine materials and components</p>	<p>3.1 Make simple judgements about their products and ideas against design criteria -</p> <p>3.2 Suggest how their products could be improved</p> <p>3.3 Say what they like and dislike about a range of products</p>	<p>4.1 Know about the simple working characteristics of materials and components</p> <p>4.2 Know about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p>4.3 Know how freestanding structures can be made stronger, stiffer and more stable</p>
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Music

<p>1.1 Listen to a variety of music from different styles and traditions</p> <p>1.2 Use correct basic musical language</p> <p>1.3 Talk about pulse, rhythm, pitch and tempo</p>	<p>2.1 Find the pulse of some music</p> <p>2.2 Clap a simple rhythm</p> <p>2.3 Know why we warm up our voice</p> <p>2.4 Sing together in an ensemble</p> <p>2.5 Sing in tune and stop when appropriate</p>	<p>3.1 Create music using classroom percussion</p> <p>3.2 Play together in a band or ensemble</p> <p>3.3 Start to recognise some musical notation</p> <p>3.4 Improvise using simple patterns</p> <p>3.5 Create own simple rhythmic patterns</p>	<p>4.1 Create own simple melodies</p> <p>4.2 Compose a tune with 3 notes</p> <p>4.3 Record your composition using ICT</p> <p>4.4 Use some form of written recording of your music</p>	<p>5.1 Sing and rap to each other and an audience</p> <p>5.2 Rehearse and present performances with some awareness of audience</p> <p>5.3 Watch a performance or recording and talk about what you liked and didn't like about the music</p>
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Physical & Emotional Development

PE

<p>1.1 Develop fundamental movement skills – running, jumping, throwing and catching in a range of contexts.</p> <p>1.2 Perform dances using simple movement patterns.</p>	<p>2.1 Develop agility, balance and co-ordination.</p> <p>2.2 Develop simple tactics for attack and defend in a range of different team and individual games.</p>	<p>3.1 Engage in competitive physical activities (both against self and others) and be able to cope with both winning and losing.</p> <p>3.2 Engage in co-operative physical activities and show that can work successfully together.</p> <p>3.3 Represent school in a PE context.</p>	<p>4.1 Understand that sport is a valuable part of a healthy lifestyle, including helping us to make new friends.</p> <p>4.2 Understand that a healthy diet helps our body to perform well.</p> <p>4.3 Display confidence in being in swimming pool.</p>
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RHE

<p>1.1 To identify their special people and how people should care for one another.</p> <p>1.2 To respect differences and similarities between people and families.</p> <p>1.3 To play and work co-operatively and manage friendships.</p> <p>1.4 To recognise bullying and teasing and know that it is wrong.</p> <p>1.5 To know that humans have a life cycle.</p> <p>1.6 To understand what is inappropriate touch. (PANTS)</p>	<p>2.1 To know what constitutes a healthy lifestyle – including sleep, diet and physical activity.</p> <p>2.2 To know the main features of dental health.</p> <p>2.3 To explain how household products, including medicines, can be harmful if not used properly.</p> <p>2.4 To be able to demonstrate good personal hygiene.</p> <p>2.5. To be able to stay safe in the Sun.</p>	<p>3.1 To communicate their feelings to others and to recognise how others show feelings and how to respond.</p> <p>3.2 To develop simple strategies for managing their feelings.</p> <p>3.3 To recognise that choices can have good and not so good consequences.</p> <p>3.4 To stay safe on line by looking after personal data and always asking a trusted adult for help.</p> <p>3.5 To look after money and know how it can be earned.</p>
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