Skills Progression and Framework of Expectations

These are the DfE's Aims of the New National Curriculum and where our Curriculum blends in:

• The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

• The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.

• The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

• Together with the knowledge that we wish the children to acquire, we also aim to develop key skills that will prepare them for the rest of their life.

These pages cover learning skills that permeate all aspects of the taught curriculum within the Emmaus Federation

Skills Learning across the Curriculum:

	Foundation Stage	By the end of year 2	By the end of year 4	By the end of year 6
Enquiry	1. I am beginning to ask questions when we are talking about and doing different things 2. I can answer questions when asked by someone else 3. I can tell when we need to find out more about something 4. I know when we need to solve a problem 5. I can talk about what I am doing as I do it	1. I can say what I would plan to do and how to find out more information 2. I can ask questions about what is being discussed 3. I can see when there is a problem to be solved 4. I can predict what might happen 5. I can sometimes give more than one idea when we are planning or doing something 6. I can compare different ideas	1. I can ask relevant questions about a situation 2. I can explain a problem 3. I can suggest different ways to find out more about something 4. I can discuss the strengths and weaknesses of different ideas 5. I can draw conclusions from my results and information	1. I can suggest possible and unlikely outcomes or consequences of decisions and actions 2. I can form plans and decide on research strategies 3. I can improve my own ideas and suggest improvements to others' ideas 4. I can plan, design and carry out an enquiry
Problem Solving	1. I can talk about ways of solving a problem that has been explained to me	1. I am beginning to identify problems 2. I can sometimes think of different ways of solving a problem 3. I can check that my way of solving the problem is the best way	1. I can recognise and explain a problem 2. I can suggest ways of solving a problem 3. I can try different approaches when I am solving a problem 4. I can evaluate the solutions by thinking about the different approaches I have taken 5. I can judge the quality of the solutions and processes, then think about how to improve on them	1. I can recognise and explain a problem and hypothesise about solutions 2. I can plan and try out possible solutions, using appropriate tools. 3. I can change what I am doing if necessary to improve on the steps I am taking to solve the problem 4. I can evaluate my solutions by reflecting on the process I have taken and the outcomes 5. I can make judgements about the quality of the solution and the processes I took, using relevant success criteria
Creative Thinking	1. I like to find out more about things so I ask questions about what things are and how things work 2. I can pretend to be different people or things when I play 3. I can begin to find out more about things when I play 4. I can say what something might be or become 5. I can try different ways of doing things	1. I am curious and ask questions about what might happen 2. I can use my imagination to think of ideas for different activities e.g. stories, dance, painting 3. I can discover more about things when I am able to explore 4. I can give more than one idea of what might be 5. I can build on other ideas 6. I like to explore different ideas	1. I can ask questions that begin with 'what if' or 'why' 2. I can use my imagination to think of new ideas for different activities 3. I can discover and make links by recognising patterns and how things relate to each other 4. I can suggest possible outcomes 5. I can suggest ways to develop and change ideas 6. I am willing to explore and change ideas to achieve my purpose	1. I can use my imagination to come up with original ideas and change ideas to suit the purpose 2. I can speculate about possibilities and think about their consequences 3. I sometimes question what I am being told and can suggest my own ideas 4. I am prepared to take risks, and change my ideas 5. I can judge my ideas and outcomes against the purpose
Information Processing and Computing	1. I can sort things into groups 2. I can tell the difference between two things 3. I can put pieces together to make a whole one	1. I know how to find out more about something 2. I can recognise some features of information texts 3. I can sort objects in a variety of ways 4. I can put a set of objects in order 5. I can say what is same or different about objects or situations 6. I can say why objects in a set are grouped together 7. I can name different parts of things	1. I can use the features of information texts and ICT sources to find information 2. I can sort in a variety of ways of my own choosing , giving reasons for doing so 3. I can classify groups of objects using appropriate vocabulary 4. I can recognise a range of similarities and differences between objects and situations 5. I can describe how a particular part or action makes a difference to what it is or what happens	1. I can find and organise information from a wide range of sources including books and ICT 2. I can search for information and use alternative strategies if a search fails. 3. I can sort by multiple criteria, classify, summarise and synthesise information 4. I can record information in a variety of ways 5. I can explain how a given factor affected a situation or test 6. I can identify the relationships between factors

Reasoning	1. I can share what I do with other people 2. I can begin to make choices and say why I have made them	1. I can say what might happen as a result of what I do 2. I can make choices and decisions and say why I have made that decision 3. I can predict what I think will happen and compare this to what happened 4. I can use the right words to say what I think	1. I can make a list of 'for' and 'against' 2. I can give reasons for my judgements and decisions 3. I can make predictions based on what I already know 4. I can give an example to show another statement is incorrect 5. I can listen to someone else's point of view and put my own point of view	1. I can use what I know and what I have experienced, to predict and generalise from it and apply this to new situations 2. I can make decisions on the quality, reliability and validity of evidence, data and information 3. I am able to synthesise, analyse and apply evidence, data and information in a variety of ways, including dealing with conflicting evidence 4. I can identify patterns, sequences, and cause and effect 5. I can compare and discriminate between ideas
Evaluation	1. I can talk about my work/activity as I do it 2. I can say if I like what I've made or not 3. I can sometimes talk about what helped me or do something 4. I can ay what I think about what other people have done	1. I can say why my work is good or not 2. I can talk about what helped me in my work 3. I can give opinions about what I have heard or read 4. I can give reasons for my opinions about the work of others	1. I can compare 2 sources of information and judge which is the most useful / helpful 2. I can give reasons why things helped me to find out / reach a solution 3. I can give opinions on a range of sources of information and compare their quality 4. I can evaluate the quality of my work and suggest improvements 5. I can make suggestions when making choices from a range of possible ideas 6. I can contribute to discussions about what might be the success criteria for a given task	1. I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why 2. I can make independent, critical judgements against criteria and justify my decisions 3. I amend judgements when appropriate in the light of further evidence 4. I am able to evaluate progress in my learning and offer ideas for improvement
Self Awareness	1. I can tell you something special about me 2. I can say what I like and dislike	1. I can tell you how I am the same as and different from my friends 2. I can say what I'm good at 3. I can explain why I like or dislike something 4. I can say what I find interesting 5. I can explain why I agree or disagree with something 6. I can work well on my own for short amounts of time and ask for help when needed	1. I can talk about what I'm good at and what I need to improve 2. I can say what is good about me and my culture 3. I can begin to explain my opinions about different subjects 4. I can work well on my own and ask for help when needed	1. I can talk about my strengths and areas for development 2. I can begin to make up my own mind and make decisions based on different opinions 3. I can motivate myself to work well on my own and ask for help when needed
Managing Feelings	1. I can tell someone if I am happy or sad 2. I know that I get cross sometimes but that I mustn't hurt other people 3. I can usually stop and think before acting	1. I can tell someone if I'm particularly pleased or worried about something 2. I know that it is ok to have any feeling but that it is not ok to behave in any way we like (if it hurts other people) 3. I sometimes use different ways to calm myself down when I feel scared or upset 4. I can talk about how I feel in new situations 5. I can explain how I felt in past situations	1. I can give reasons why I'm excited or nervous 2. I know how it feels to do or start something new, and can find some ways to cope with these feelings 3. I can predict how I am going to feel in a situation and plan how to make myself feel ok 4. I can usually find a way to calm myself down when necessary 5. I can sometimes use what has happened before to help me control my feelings in difficult situations.	1. I can use appropriate words to explain how I feel 2. I can explain how I feel in new situations and have strategies to help me cope 3. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary 4. I use past experiences to help me control my feelings in difficult situations

Motivation	1. I can work at something because I enjoy it 2. I can talk about why I need to do a piece of work 3. I can talk about where I work best	1. I can work on making something because I want to see the finished object 2. I am able to talk to an adult about problems with my work and then try a different way of doing it 3. I can ignore interruptions if I am doing something I enjoy 4. I can talk about why I need to improve a piece of work 5. I can talk about what helps me to work well	1. I can work on learning something because I like the feeling of making or learning something 2. I am able to talk to a partner about problems with my work and then try a different way of doing it 3. I can usually ignore interruptions and carry on working 4. I can work with a partner to assess my work and identify targets for improvement 5. I can talk about how the surroundings affect the way I work	1. I work for the pleasure of learning, creating or doing in its own right 2. I am able to persevere even when experiencing difficulties, and try additional and alternative approaches 3. I can ignore interruptions and carry on working 4. I can set my own goals and work towards them as well as working towards goals set by others 5. I can break down long term goals into short term goals and evaluate my progress towards these. 6. I recognise when I have achieved my goals and gain pleasure from experiencing success 7. I can make decisions about the ways that I work
Empathy	1. I can say when my friend is happy or sad 2. I know how to make my friend feel better	1. I can sometimes tell if other people are feeling lonely or scared 2. I know some ways to make people feel better 3. I can explain why others may feel the way they do 4. I can listen to my friends and ask questions about what they have said 5. I know that if I smile at someone they will usually smile back	1. I can sometimes tell if other people are feeling worried or nervous 2. I use different ways of making people feel better depending on the situation. 3. I can listen to other people and ask questions about what they have said 4. I can say how smiling or being cross affects other people	1. I can anticipate when other people may feel worried or nervous 2. I know how others may be feeling when they are in different situations 3. I can help others to feel valued and welcomed 4. I can recognise similarities and differences between myself and other people 5. I can show that I value other people by taking an interest in what they say and do 6. I can recognise and label the feelings and behaviours of others 7. I can describe how my mood can affect other people in the room
Social Skills	1. I can share in a group 2. I can take turns in a group 3. I can join in with other children playing a game 4. I know how to be kind to people who are new or visiting the classroom	1. I can talk about my ideas with a friend or a teacher 2. I can talk and listen to everyone in a small group 3. I can explain why two people disagree 4. I am polite to visitors	1. I can give and accept a compliment 2. I can talk, listen and question when working in a small group 3. I can play and learn with others, sharing responsibilities and tasks 4. I can recognise when there is a disagreement and suggest ways of sorting it out 5. I know that people have different opinions and try to understand their points of view 6. I act appropriately according to who I am with	1. I work well in a group and can tell you what helps my group to work well together 2. I can listen to, respond to and interact with others 3. I can play and learn with others, taking on different responsibilities and tasks 4. I can predict when there may be conflict and can take action to prevent it happening 5. I can discuss politely even when other people think differently to me 6. I act appropriately according to who I am with and where I am
Communication		1. I can give simple information based on what the listener needs to know 2. I can use words to sequence my talk 3. I can speak clearly to a large group 4. I can vary my voice and expression 5. I can ask and answer questions and suggest ideas to others 6. I can take turns in speaking when working with others	1. I can give a clear complete accounts / explanations 2. I can use formal language appropriately 3. I can use talk to plan and organise work in a group 4. I can work in groups of different sizes, taking different roles	1. I can organise and shape a talk, making connections between ideas and drawing on different points of view 2. I can use standard English appropriately 3. I can use persuasive techniques deliberately to influence the listener 4. I can use talk imaginatively, engaging the attention and interest of the listener 5. I understand and make use of a variety of ways to challenge and accept criticism 6. I can negotiate and make decisions taking account of alternatives and consequences