Other Foundation Subjects Skills Progression Tracker:

Essential Skills	Early Learning Goal	Year 1 and 2	Year 3 and 4	Year 5 and 6
IT	• Recognise that a range of technology is used in homes and in schools. • Use a simple application on a computer or mobile device. • Use computing devices to interact with age-appropriate applications. • Create simple representations of events, people and objects.	• Use a range of applications and devices in order to communicate ideas, work and messages. • Communicate ideas, work and messages. • Gather information from different sources. • Demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and creative ways. • Understand how online services work. • Explore a website to find information. • Use online resources independently, safely and responsibly. • Use animation software to create a short film, including music and illustrations. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Participate in class social media accounts.	• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Give examples of the risks posed by online communications. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Organise and manipulate data in a range of digital formats.	• Select, use and combine a variety of software (a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use many of the advanced features of a range of applications and devices in order to communicate ideas, work and messages. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Contribute to blogs that are moderated by teachers.

PE				
	• Show increasing control over an object when pushing, patting, throwing, catching or kicking. • Experiment with different ways of moving. • Travel with confidence and skill around, under, over and through balancing equipment. • Negotiate space when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles.	• Develop tactics. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. • Move with careful control and coordination. • Link two or more moves to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Perform dances using simple movement patterns. • Lead others when appropriate.	• Follow the rules of the game and play fairly. • Choose appropriate tactics to cause problems for the opposition. • Take part in outdoor and adventurous activity challenges both individually and within a team • Perform dances using a range of movement patterns. • Apply and develop a range of skills and link them to make actions and sequences of movement. • Create dances and movements that convey a definite idea. • Compete with others and aim to improve personal best performances.	• Choose and combine techniques in game situations. • Choose the most appropriate tactics for a game. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform dances using a range of movement patterns. • Refine movement into sequences. • Vary Speed, direction, level and rotation during floor performances. • Compete with others and keep track of personal best performances, setting targets for improvement.

Music				
	• Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects.	• Take part in singing, accurately following the melody. • Follow instructions on how or when to sing or play an instrument. • Play tuned and unturned instruments musically • Make and combine sounds using the inter-related dimensions of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Create a sequence of long and short sounds. • Use symbols to represent a composition and use them to help with a performance. • Recognise and explore how sounds can be combined and used expressively. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Listen with concentration and understanding to a range of high quality live and recorded music.	• Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression. • Improvise and compose music for a range of purposes, using the inter-related dimensions of music separately and in combination. • Perform, listen to, review and evaluate music across a range of historical periods. • Appreciate and understand a wide range of high-quality music from different traditions and from great musician and composers. • Choose, order and combine sound to create an intended effect. • Develop skills of singing with increased confidence and control. • Evaluate music using musical vocabulary to identify areas of likes and dislikes .	• Perform solos or as part of an ensemble. • Sing or play from memory with confidence. • Play and compose music for a range of purposes. • Perform, listen to, review and evaluate music across a range of historical periods. • Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure). • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory. • Listen with attention to detail and recall sounds with increasing aural memory. • Thoughtfully select elements for a piece in order to gain a defined effect. • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration.

French	• With some support, use the target language for a purpose.	• Understand a range of spoken phrases. • Demonstrate some knowledge and understanding of the customs and features of the countries where the language is spoken. • Identify countries and communities where the language is spoken.	• Understand a range of spoken phrases. • Demonstrate a growing vocabulary. • Make comparisons between life in countries where the language is spoken and in this country. • Describe with some interesting details some aspects of countries or communities where the language is spoken.	• Understand a range of spoken phrases. • Demonstrate a growing vocabulary. • Use the context of a sentence or a translation to work out the meaning of unfamiliar words. • Give detailed accounts of customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.