

## FIRST® LEGO® League Jr. Discovery – Progression of skills

Design and Technology			
	EYFS	Year 1	Year 2
<b>Designing</b>	<ul style="list-style-type: none"> <li>– Explain what they are making and which materials they are using.</li> <li>– Select materials from a limited range that will meet a simple design criteria.</li> <li>– Select and name the tools needed.</li> <li>– Explore ideas by rearranging materials.</li> <li>– Describe simple models or drawings of ideas and intentions.</li> <li>– Discuss their work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Draw on their own experience to help generate ideas and research conducted on criteria.</li> <li>– Begin to understand the development of existing products.</li> <li>– Start to suggest ideas and explain what they are going to do.</li> <li>– Begin to develop their ideas through talk and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>– Start to generate own ideas by drawing on their own and other people's experiences.</li> <li>– Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>– Identify a purpose for what they intend to design and make.</li> <li>– Develop their ideas through talk and drawings and label parts.</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>– Begin to create their design using basic techniques.</li> <li>– Start to build structures, joining components together.</li> <li>– Look at simple hinges, wheels and axles. Use technical vocabulary when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to make their design using appropriate techniques.</li> <li>– Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>– Explore and use mechanisms (e.g. levers, sliders, wheels and axles).</li> <li>– Begin to assemble, join and combine materials and components together.</li> <li>– Begin to use simple finishing techniques to improve the appearance of their product.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to select tools and materials; use correct vocabulary to name and describe them.</li> <li>– Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>– Start to assemble, join and combine materials in order to make a product.</li> <li>– Start to choose and use appropriate finishing techniques based on own ideas.</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>– Say what they like and do not like about items they have made and attempt to say why.</li> <li>– Begin to talk about their designs as they develop and identify good and bad points.</li> <li>– Start to talk about changes made during the making process.</li> <li>– Discuss how closely their finished products meet their design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>– Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</li> <li>– When looking at existing products explain what they like and dislike about products and why.</li> <li>– Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> </ul>	<ul style="list-style-type: none"> <li>– Evaluate their work against their design criteria.</li> <li>– Look at a range of existing products and explain what they like and dislike about the products and why.</li> <li>– Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</li> <li>– With confidence talk about their ideas, saying what they like and dislike about them.</li> </ul>

## Science

	EYFS	Key Stage One Working Scientifically
Enquiry Skills	<ul style="list-style-type: none"> <li>– Show curiosity about objects, events and people <i>Playing and Exploring</i>.</li> <li>– Questions why things happen <i>ELG: Speaking 30-50 months</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Explore the world around them and raise their own simple questions.</li> </ul>
	<ul style="list-style-type: none"> <li>– Engage in open-ended activity <i>Playing and Exploring</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Experience different types of science enquiries, including practical activities.</li> </ul>
	<ul style="list-style-type: none"> <li>– Take a risk, engage in new experiences and learn by trial and error <i>Playing and Exploring</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Begin to recognise different ways in which they might answer scientific questions.</li> </ul>
	<ul style="list-style-type: none"> <li>– Find ways to solve problems, find new ways to do things, test their ideas <i>Creating and Thinking Critically</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Carry out simple tests.</li> </ul>
	<ul style="list-style-type: none"> <li>– Develop ideas of grouping, sequences, cause and effect <i>Creating and Thinking Critically</i>.</li> <li>– Know about similarities and differences in relation to places, objects, materials and living things <i>ELG: The World</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).</li> </ul>
	<ul style="list-style-type: none"> <li>– Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world <i>ELG: The World 30-50 months</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Ask people questions and use simple secondary sources to find answers.</li> </ul>
	<ul style="list-style-type: none"> <li>– Closely observes what animals, people and vehicles do <i>ELG: The World 30-50 months</i>.</li> <li>– Use senses to explore the world around them <i>Playing and Exploring</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– With guidance, they should begin to notice patterns and relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>– Make links and notice patterns in their experience <i>Creating and Thinking Critically</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Use simple measurements and equipment to gather data.</li> </ul>
	<ul style="list-style-type: none"> <li>– Choose the resources they need for their chosen activities <i>ELG: Self Confidence and Self Awareness</i>.</li> <li>– Handle equipment and tools effectively <i>ELG: Moving and Handling</i>.</li> </ul>	
	<ul style="list-style-type: none"> <li>– Create simple representations of events, people and objects <i>ELG: Being Imaginative 40-60+ months</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Record simple data.</li> </ul>
	<ul style="list-style-type: none"> <li>– Answer how and why questions about their experiences <i>ELG: Understanding</i>.</li> <li>– Make observations of animals and plants and explain why some things occur, and talk about changes <i>ELG: The World</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Use their observations and ideas to suggest answers to questions.</li> <li>– Talk about what they have found out and how they found it out.</li> </ul>
	<ul style="list-style-type: none"> <li>– Develop their own narratives and explanations by connecting ideas of events <i>ELG: Speaking</i>.</li> <li>– Builds up vocabulary that reflects the breadth of their experience <i>ELG: Understanding 30-50 months</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</li> </ul>

Art and Design			
	EYFS	Year 1	Year 2
<b>Drawing</b>	<ul style="list-style-type: none"> <li>– Begin to use a variety of drawing tools <i>ELG: Exploring and using media and materials.</i></li> <li>– Use drawings to tell a story <i>ELG: Being Imaginative.</i></li> </ul>	<ul style="list-style-type: none"> <li>– Draw to develop and share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Draw a way of recording experiences.</li> <li>– Sketch to make quick records.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>– Handling, manipulating and enjoying using materials <i>ELG: Exploring and using media and materials.</i></li> <li>– Constructing.</li> <li>– Building and destroying.</li> <li>– Shape and model <i>ELG: Being Imaginative.</i></li> </ul>	<ul style="list-style-type: none"> <li>– Construct.</li> <li>– Use materials to make known objects for a purpose.</li> <li>– Make simple joins.</li> </ul>	<ul style="list-style-type: none"> <li>– Expression of personal experiences and ideas.</li> <li>– To shape and form from direct observation.</li> <li>– Decorative techniques.</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>– Repeating patterns <i>ELG: Shape, Space and Measures.</i></li> </ul>	<ul style="list-style-type: none"> <li>– Awareness and discussion of patterns.</li> <li>– Repeating patterns.</li> <li>– Symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>– Discuss regular and irregular <i>Geometry.</i></li> </ul>

Speaking and listening		
	EYFS	Year 1 and 2
<b>Listening and attention</b>	<ul style="list-style-type: none"> <li>– Maintains attention, concentration and sits quietly during appropriate activity.</li> <li>– Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>– Take turns to talk, listening carefully to the contributions of others.</li> <li>– Know that different people hold opinions that are different from our own.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Responds to instructions involving a two-part sequence.</li> <li>– Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>– Answer 'how' and 'why' questions about their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands instructions with more than one point.</li> <li>– Seeks clarification when a message is not clear.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>– Extends vocabulary by exploring the meaning of new words.</li> <li>– Uses language to imagine and recreate roles and experiences in play situations.</li> <li>– Links statements and sticks to a main theme or intention.</li> <li>– Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>– Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>– Use subject specific vocabulary to explain and describe.</li> <li>– Speak in a way that is clear and easy to understand.</li> <li>– Speak confidently to a group of peers so that they understand the message of what is being said.</li> <li>– Recount experiences with interesting details.</li> <li>– Make contributions that are relevant to those that have come before.</li> </ul>

Mathematics			
	EYFS	Year 1	Year 2
Number and place value	<b>ELG: Numbers.</b> <ul style="list-style-type: none"> <li>Count reliably with numbers from 1 to 20</li> <li>Solve problems, including doubling, halving and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Count up and down from 0 to 100.</li> <li>Count, read and write numbers up to 100.</li> </ul>	<ul style="list-style-type: none"> <li>Read and write numbers to 100 in digits and words.</li> <li>Use place value and number facts to solve problems.</li> </ul>
Addition and subtraction		<ul style="list-style-type: none"> <li>Read and write numbers from 1 to 20 in numbers and words.</li> <li>Solve one-step number problems.</li> </ul>	<ul style="list-style-type: none"> <li>Solve addition and subtraction maths problems using objects to help me work it out.</li> </ul>
Multiplication and division		<ul style="list-style-type: none"> <li>Solve one-step multiplication or division problems using objects.</li> </ul>	<ul style="list-style-type: none"> <li>Answer multiplication or division problems using times table facts and objects.</li> </ul>
Fractions		<ul style="list-style-type: none"> <li>Know that a half is one of two equal parts and can find a half of a shape or set of objects by sharing the shape or set into two equal parts.</li> <li>Find a quarter of a shape or set of objects by sharing the shape or set into four equal parts.</li> </ul>	<ul style="list-style-type: none"> <li>Find <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> of a shape, length or set of objects.</li> </ul>
Measure	<b>ELG: Shape, space and measure.</b> <ul style="list-style-type: none"> <li>Children use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and to solve problems.</li> <li>They recognise, create and describe patterns.</li> <li>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>	<ul style="list-style-type: none"> <li>Use words such as long/short, longer/shorter, tall/short, double/half to describe when measuring.</li> <li>Use the words heavy/light, heavier than, lighter than to explain my work.</li> <li>Measure the length or height of something.</li> <li>Use special time words such as before and after, next and first.</li> </ul>	<ul style="list-style-type: none"> <li>Choose, use and measure the correct unit to measure length, height or weight.</li> <li>Compare lengths and weights.</li> </ul>
Shape		<ul style="list-style-type: none"> <li>Name common 2-D shapes.</li> <li>Name common 3-D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the properties of some 2-D shapes.</li> <li>Describe the properties of some 3-D shapes.</li> <li>Compare 2-D and 3-D shapes with everyday objects around me.</li> </ul>
Position		<ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.</li> </ul>	<ul style="list-style-type: none"> <li>Describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.</li> </ul>

## Literacy

	EYFS	Year 1	Year 2
<b>Reading</b>	<ul style="list-style-type: none"> <li>– Begins to read words and simple sentences.</li> </ul>	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>– Apply phonic knowledge and skills as the route to decode words.</li> <li>– Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>– Discussing word meanings, linking new meanings to those already known.</li> </ul>	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>– Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>– Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>– Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>– Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>– Writes own name and other things such as labels, captions.</li> <li>– Attempts to write short sentences in meaningful contexts.</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>– Apply simple spelling rules and guidance.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>– Write sentences</li> <li>– Discuss what they have written with the teacher or other pupils.</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>– Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>– Learning to spell common exception words.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>– Develop positive attitudes towards and stamina for writing by writing for different purposes.</li> <li>– Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> </ul> <p><b>Vocabulary, grammar and punctuation.</b></p> <ul style="list-style-type: none"> <li>– Learn how to use sentences with different forms: statement, question, exclamation, command.</li> </ul>