

FIRST® LEGO® League Discover Progression of skills

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

Science		
	EYFS	Year 2
Enquiry Skills	<ul style="list-style-type: none"> – Show curiosity about objects, events and people <i>Playing and Exploring.</i> – Questions why things happen <i>ELG: Speaking 30-50 months.</i> 	<ul style="list-style-type: none"> – Explore the world around them and raise their own simple questions.
	<ul style="list-style-type: none"> – Engage in open-ended activity <i>Playing and Exploring.</i> 	<ul style="list-style-type: none"> – Experience different types of science enquiries, including practical activities.
	<ul style="list-style-type: none"> – Take a risk, engage in new experiences and learn by trial and error <i>Playing and Exploring.</i> 	<ul style="list-style-type: none"> – Begin to recognise different ways in which they might answer scientific questions.
	<ul style="list-style-type: none"> – Find ways to solve problems, find new ways to do things, test their ideas <i>Creating and Thinking Critically.</i> 	<ul style="list-style-type: none"> – Carry out simple tests.
	<ul style="list-style-type: none"> – Develop ideas of grouping, sequences, cause and effect <i>Creating and Thinking Critically.</i> – Know about similarities and differences in relation to places, objects, materials and living things <i>ELG: The World.</i> 	<ul style="list-style-type: none"> – Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).
	<ul style="list-style-type: none"> – 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> 	<ul style="list-style-type: none"> – Ask people questions and use simple secondary sources to find answers.
	<ul style="list-style-type: none"> – Closely observes what animals, people and vehicles do <i>ELG: The World 30-50 months.</i> – Use senses to explore the world around them <i>Playing and Exploring.</i> 	<ul style="list-style-type: none"> – With guidance, they should begin to notice patterns and relationships.
	<ul style="list-style-type: none"> – Make links and notice patterns in their experience <i>Creating and Thinking Critically.</i> 	<ul style="list-style-type: none"> – Use simple measurements and equipment to gather data.
	<ul style="list-style-type: none"> – Choose the resources they need for their chosen activities <i>ELG: Self Confidence and Self Awareness.</i> – Handle equipment and tools effectively <i>ELG: Moving and Handling.</i> 	
	<ul style="list-style-type: none"> – Create simple representations of events, people and objects <i>ELG: Being Imaginative 40-60+ months.</i> 	<ul style="list-style-type: none"> – Record simple data.
	<ul style="list-style-type: none"> – Answer how and why questions about their experiences <i>ELG: Understanding.</i> – Make observations of animals and plants and explain why some things occur, and talk about changes <i>ELG: The World.</i> 	<ul style="list-style-type: none"> – Use their observations and ideas to suggest answers to questions. – Talk about what they have found out and how they found it out.
	<ul style="list-style-type: none"> – Develop their own narratives and explanations by connecting ideas of events <i>ELG: Speaking.</i> – Builds up vocabulary that reflects the breadth of their experience <i>ELG: Understanding 30-50 months.</i> 	<ul style="list-style-type: none"> – With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

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

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

Mathematics			
	EYFS	Year 1	Year 2
Number and place value	ELG: Numbers – Count reliably with numbers from 1 to 20. – Solve problems, including doubling, halving and sharing.	– Count up and down from 0 to 100. – Count, read and write numbers up to 100.	– Read and write numbers to 100 in digits and words. – Use place value and number facts to solve problems.
Addition and subtraction		– Read and write numbers from 1 to 20 in numbers and words. – Solve one-step number problems.	– Solve addition and subtraction maths problems using objects to help me work it out.
Multiplication and division		– Solve one-step multiplication or division problems using objects.	– Answer multiplication or division problems using times table facts and objects.
Fractions		– 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. – Find a quarter of a shape or set of objects by sharing the shape or set into four equal parts.	– Find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a shape, length or set of objects.
Measure		ELG: Shape, space and measure – Children use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and to solve problems. – They recognise, create and describe patterns. – They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	– Use words such as long/short, longer/shorter, tall/short, double/half to describe when measuring. – Use the words heavy/light, heavier than, lighter than to explain my work. – Measure the length or height of something. – Use special time words such as before and after, next and first.
Shape		– Name common 2-D shapes. – Name common 3-D shapes.	– Describe the properties of some 2-D shapes. – Describe the properties of some 3-D shapes. – Compare 2-D and 3-D shapes with everyday objects around me.
Position		– Describe position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.	– Describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.

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