

FIRST® LEGO® League Discover Wales curriculum link grid

Progression step 1	Progression step 2
Science and Technology	
Being curious and searching for answers is essential to understanding and predicting phenomena	
<ul style="list-style-type: none"> - I can show curiosity and question how things work - I can explore the environment, make observations and communicate my ideas 	<ul style="list-style-type: none"> - I can ask questions and use my experience to suggest simple methods of inquiry - I can recognise patterns from my observations and investigations and can communicate my findings - I can use my knowledge and understanding to predict effects as part of my scientific exploration
Design thinking and engineering offer technical and creative ways to meet society's needs and wants	
<ul style="list-style-type: none"> - I can design while I make and communicate about what I am making - I can safely use simple tools, materials and equipment to construct and deconstruct - I can identify, follow and being to create sequences and patterns in everyday activities 	<ul style="list-style-type: none"> - I can produce designs to communicate my ideas in response to particular contexts - I can make design decisions, using my knowledge of materials on an existing product, and suggest design improvements - I can explore how different component parts work together - I can safely use a range of tools, materials and equipment to construct for a variety of reasons - I can suggest how to use and dispose of everyday materials responsibly
Forces and energy provide a foundation for understanding our universe	
<ul style="list-style-type: none"> - I can identify, follow and begin to create sequences and patterns in everyday activities 	<ul style="list-style-type: none"> - I can recognise patterns from my observations and investigations and can communicate my findings - I can use my knowledge and understanding to predict effects as part of my scientific exploration - I can communicate the effect forces have on myself and on objects
Computation is the foundation for our digital world	
<ul style="list-style-type: none"> - I can identify, follow and begin to create sequences and patterns in everyday activities - I am beginning to follow a sequence of instructions 	<ul style="list-style-type: none"> - I can use computational thinking techniques, through unplugged or offline activities

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Mathematics and Numeracy	
The number system is used to represent and compare relationships between numbers and quantities	
<ul style="list-style-type: none"> - I can use mathematical language to describe quantities, and to make estimates and comparisons such as 'more than', 'less than' and 'equal to' - I have experienced grouping and sharing with objects and quantities, and I can group or share small quantities into equal-sized groups 	<ul style="list-style-type: none"> - I can use my understanding of multiplication to recall some multiplication facts and tables starting with tables 2, 3, 4, 5 and 10 and I can use the term 'multiples' - I have explored and can use my understanding of multiplicative relationships to multiply and divide whole numbers, using a range of representations, including sharing, grouping and arrays
Algebra uses symbol systems to express the structure of mathematical relationships	
<ul style="list-style-type: none"> - I am beginning to recognise, copy, extend and generalise patterns and sequences around me - I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal' 	<ul style="list-style-type: none"> - I have explored patterns of numbers and shape. I can recognise, copy and generate sequences of numbers and visual patterns
Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	
<ul style="list-style-type: none"> - I have used a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring - I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than' - I have explored, compared, and used the general language of shapes through investigative play - I have explored movements and directions and I am beginning to use mathematical language to describe position 	<ul style="list-style-type: none"> - I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure - I can estimate and measure, using non-standard units, before progressing onto standard units - I can use a variety of measuring devices from different starting points - I have explored two-dimensional and three-dimensional shapes and their properties in a range of contexts - I can describe and quantify the position of objects in relation to other objects

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Languages, Literacy and Communication	
Understanding languages is key to understanding the world around us	
<ul style="list-style-type: none"> - I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines - I can listen to others with growing attention - I can understand and use basic concepts in language - I am beginning to ask and answer questions to clarify my understanding - I can respond to what I hear, read and see - I can talk about what I hear, read or see and express simple opinions - I can experiment with newly learned vocabulary 	<ul style="list-style-type: none"> - I can listen to, understand and communicate the general meaning of what I hear - I can listen to, understand and later recall what I have heard - I can understand information about a variety of topics, identifying main points - I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts - I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts - I can listen to others and understand that they may have a different perspective from my own - I can respond to what I hear, read and see, asking questions and showing my understanding
Expressing ourselves through languages is key to communication	
<ul style="list-style-type: none"> - I can communicate meaning using extended speech and/or gesture - I am beginning to use appropriate language to talk about events in the past and future - I am beginning to take turns in conversations, following the topic - I am beginning to ask and answer questions to clarify my understanding - I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts - I can share ideas and feelings and express what I like and dislike - I can describe objects and events, building and extending my vocabulary 	<ul style="list-style-type: none"> - I can speak clearly, varying expression and gestures to communicate my ideas - I can communicate using an increasingly varied and precise vocabulary - I can adopt a range of roles and manage my contributions appropriately - I can change how I communicate, depending on where I am and who I am with - I can use spoken language for different purposes - I can ask and answer questions and exchange ideas and information - I can explain information and share ideas, opinions and feelings using relevant vocabulary and I can attempt to spell more difficult words plausibly using a range of strategies

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Expressive Arts	
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	
<ul style="list-style-type: none"> - I can ask questions to discover how creative work is made 	<ul style="list-style-type: none"> - I can explore how and why creative work is made by asking questions and developing my own answers
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	
<ul style="list-style-type: none"> - I can listen to and respond to views about my own creative work and that of others - I am beginning to compare my own creative work to the creative work of others 	<ul style="list-style-type: none"> - I can give and accept feedback as both artist and audience - I can compare my own creative work to creative work by other people and from other places and times
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	
<ul style="list-style-type: none"> - I can communicate my ideas, feelings and memories in my creative work - I am beginning to design my own creative work - I can share my creative work 	<ul style="list-style-type: none"> - I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work - I can create my own designs and work collaboratively with others to develop creative ideas - I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences - I am beginning to demonstrate resilience and flexibility in approaching creative challenges

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Health and Well-being	
Developing physical health and well-being has lifelong benefits	
<ul style="list-style-type: none"> - I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions 	<ul style="list-style-type: none"> - I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges
How we process and respond to our experiences affects our mental health and well-being	
<ul style="list-style-type: none"> - I have an awareness of my perceptions and thoughts - I can focus my attention and am aware of being able to do this - I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens - I can notice and communicate how I am feeling - I am beginning to have an awareness of how feelings are communicated through actions - I have an awareness of the feelings of others - I am aware of when others are kind to me and when I am kind to others 	<ul style="list-style-type: none"> - I can, with support, focus attention on my perceptions and thoughts - I can understand how and why my thoughts, feelings and actions change in response to different experiences - I can notice and communicate my feelings - I can reflect on my experiences - I can pay attention to the feelings of others and I am learning to think about why they may feel that way
Our decision-making impacts on the quality of our lives and the lives of others	
<ul style="list-style-type: none"> - I can make decisions based on what I like and dislike - I have developed an awareness that my decisions can affect me and others - I can take part in group decisions - I have an understanding that things can be safe or unsafe 	<ul style="list-style-type: none"> - I can make decisions based on what I know - I can recognise that my decisions can impact on me and others, both now and in the future - I can take part in group decisions and I understand why some decisions need to be made as a group - I can identify and assess risks
How we engage with social influences shapes who we are and affects our health and well-being	
<ul style="list-style-type: none"> - I can recognise and follow rules and norms in the groups and situations in which I take part - I can show care and respect for others 	<ul style="list-style-type: none"> - I can recognise and follow the rules and norms of different groups and situations in which I take part - I can change how I interact and behave in different situations with support
Heathy relationships are fundamental to our well-being	
<ul style="list-style-type: none"> - I can communicate my needs and feelings in my relationships - I can get along with others with and without support - I am beginning to recognise that I have the right to be treated fairly and respectfully 	<ul style="list-style-type: none"> - I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others - I can make friends and try to resolve disagreements, seeking support when needed