<table>
<thead>
<tr>
<th>Progression step 1</th>
<th>Progression step 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science and Technology</strong></td>
<td><strong>Science and Technology</strong></td>
</tr>
<tr>
<td>Being curious and searching for answers is essential to understanding and predicting phenomena</td>
<td>I can ask questions and use my experience to suggest simple methods of inquiry</td>
</tr>
<tr>
<td>– I can show curiosity and question how things work</td>
<td>– I can recognise patterns from my observations and investigations and can communicate my findings</td>
</tr>
<tr>
<td>– I can explore the environment, make observations and communicate my ideas</td>
<td>– I can use my knowledge and understanding to predict effects as part of my scientific exploration</td>
</tr>
<tr>
<td><strong>Design thinking and engineering offer technical and creative ways to meet society’s needs and wants</strong></td>
<td><strong>Design thinking and engineering offer technical and creative ways to meet society’s needs and wants</strong></td>
</tr>
<tr>
<td>– I can design while I make and communicate about what I am making</td>
<td>– I can produce designs to communicate my ideas in response to particular contexts</td>
</tr>
<tr>
<td>– I can safely use simple tools, materials and equipment to construct and deconstruct</td>
<td>– I can make design decisions, using my knowledge of materials on an existing product, and suggest design improvements</td>
</tr>
<tr>
<td>– I can identify, follow and begin to create sequences and patterns in everyday activities</td>
<td>– I can explore how different component parts work together</td>
</tr>
<tr>
<td>– I can identify, follow and begin to create sequences and patterns in everyday activities</td>
<td>– I can safely use a range of tools, materials and equipment to construct for a variety of reasons</td>
</tr>
<tr>
<td>– I can produce designs to communicate my ideas in response to particular contexts</td>
<td>– I can suggest how to use and dispose of everyday materials responsibly</td>
</tr>
<tr>
<td><strong>Forces and energy provide a foundation for understanding our universe</strong></td>
<td><strong>Forces and energy provide a foundation for understanding our universe</strong></td>
</tr>
<tr>
<td>– I can identify, follow and begin to create sequences and patterns in everyday activities</td>
<td>– I can recognise patterns from my observations and investigations and can communicate my findings</td>
</tr>
<tr>
<td>– I can use my knowledge and understanding to predict effects as part of my scientific exploration</td>
<td>– I can communicate the effect forces have on myself and on objects</td>
</tr>
<tr>
<td><strong>Computation is the foundation for our digital world</strong></td>
<td><strong>Computation is the foundation for our digital world</strong></td>
</tr>
<tr>
<td>– I can identify, follow and begin to create sequences and patterns in everyday activities</td>
<td>– I can use computational thinking techniques, through unplugged or offline activities</td>
</tr>
<tr>
<td>– I am beginning to follow a sequence of instructions</td>
<td></td>
</tr>
</tbody>
</table>
## Mathematics and Numeracy

### The number system is used to represent and compare relationships between numbers and quantities

- 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

### Algebra uses symbol systems to express the structure of mathematical relationships

- 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’

### Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world

- 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

---

## Languages, Literacy and Communication

### Understanding languages is key to understanding the world around us

- 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

### Expressing ourselves through languages is key to communication

- 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

---

Content collated by Kathy Schofield, PSTT Fellow, Regional Mentor for North Wales
### Expressive Arts

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

- I can ask questions to discover how creative work is made
- 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.

- 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
- 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.

- 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
- 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

### Health and Well-being

Developing physical health and well-being has lifelong benefits.

- 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
- 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.

- 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
- 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
- I can notice and communicate how I am feeling
- I can reflect on my experiences
- 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

Our decision-making impacts on the quality of our lives and the lives of others.

- 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
- 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.

- 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
- 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

Healthy relationships are fundamental to our well-being.

- 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
- 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