



## UKS2 Cycle 1 Curriculum Progression Map

### UKS2 Cycle 1 English Progression

Area	Autumn	Spring	Summer
Reading	retrieve and explain information from texts	infer and interpret meaning across texts	evaluate viewpoints and justify ideas independently
Vocabulary	apply ambitious subject vocabulary with support	use increasingly precise disciplinary vocabulary	independently select ambitious and subject-specific vocabulary
Writing	compose explanations, narratives and comparative responses	adapt writing for different purposes and audiences	sustain extended writing independently and refine outcomes
Grammar and punctuation	apply cohesive devices, expanded noun phrases and relative clauses	apply modal verbs, formal structures and varied sentence types	manipulate sentence structures purposefully and accurately
Discussion and Oracy	explain ideas and respond to questions	justify opinions using evidence	debate, evaluate and communicate independently
Evidence use	identify evidence within texts	select evidence to support explanations	justify conclusions using evidence from multiple sources
Disciplinary reading	identify themes and ideas	compare viewpoints and interpretations	evaluate author choices and perspectives
Independence	use scaffolds and prompts	select strategies increasingly independently	independently apply reading and writing skills across contexts

### Writing Progression Across UKS2 Cycle 1



plan → organise → draft → refine → justify → communicate

Pupils increasingly learn to:

- organise ideas for purpose and audience
- use increasingly ambitious vocabulary
- sustain writing across longer outcomes
- adapt writing for different genres
- edit and improve independently
- communicate ideas confidently across the curriculum

### UKS2 Cycle 1 Reading Progression and Domain Coverage

Area	Autumn	Spring	Summer
Vocabulary development	understand and apply ambitious vocabulary within discussion and reading	explain meaning and identify how vocabulary influences understanding	independently select, interpret and apply increasingly precise disciplinary vocabulary
Fluency and stamina	read increasingly complex texts with growing confidence and expression	sustain attention and fluency across longer texts and varied genres	independently read with fluency, expression and increasing stamina



<b>Retrieval</b>	identify and retrieve explicit information from texts and sources	select relevant information and evidence independently	retrieve and synthesise information across multiple sources
<b>Inference</b>	make inferences using evidence from texts	justify inferences using increasingly precise evidence	independently explain and evaluate interpretations using evidence
<b>Author intent and viewpoint</b>	identify themes, viewpoints and author choices	explain how language and structure influence meaning	evaluate author choices and viewpoints independently
<b>Disciplinary reading</b>	identify key information and themes within subject-specific texts	compare ideas and viewpoints across texts and sources	interpret and evaluate information through disciplinary thinking
<b>Comparison across texts</b>	identify similarities and differences between texts and viewpoints	compare themes, perspectives and experiences	evaluate how texts communicate ideas differently
<b>Discussion and response</b>	explain ideas and respond to questions appropriately	justify opinions using evidence and discussion	independently debate, question and communicate interpretations
<b>Reading across genres</b>	access narratives, information texts and source materials	compare structures and features across genres	independently navigate increasingly varied and complex texts
<b>Reading for purpose</b>	understand that reading supports learning and understanding	identify how reading supports enquiry and interpretation	independently apply reading to investigate, evaluate and communicate understanding

### Reading Progression Across UKS2 Cycle 1

retrieve → infer → interpret → compare → justify → evaluate

Pupils increasingly learn to:

- retrieve information from increasingly complex texts



- infer meaning using evidence
- interpret themes, symbolism and viewpoints
- compare perspectives across multiple sources
- justify responses using evidence
- evaluate ideas and author intent independently

### UKS2 Cycle 1 Grammar Progression Map

Area	Autumn	Spring	Summer
<b>Sentence structure</b>	construct varied sentence types including simple, compound and complex sentences	manipulate sentence structures for different purposes and audiences	select and manipulate sentence structures independently for effect
<b>Expanded noun phrases</b>	use expanded noun phrases to add detail and precision	use increasingly sophisticated noun phrases to add description and clarity	apply noun phrases purposefully to create emphasis and effect
<b>Relative clauses</b>	use relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i>	apply relative clauses confidently within varied writing outcomes	manipulate relative clauses independently to improve cohesion and detail
<b>Modal verbs</b>	use modal verbs ( <i>could, would, should, might, must</i> ) to indicate possibility and certainty	apply modal verbs to explain viewpoints and ideas	select modal verbs deliberately according to purpose and effect
<b>Adverbials and cohesion</b>	use adverbials and fronted adverbials to sequence and organise ideas	apply cohesive devices across paragraphs ( <i>however, therefore, meanwhile, similarly</i> )	manipulate cohesion independently to strengthen clarity and flow
<b>Parenthesis</b>	use brackets, commas and dashes to add additional information	select appropriate forms of parenthesis according to purpose	independently use parenthesis accurately and effectively



Area	Autumn	Spring	Summer
Active and passive voice	identify and apply active and passive voice	explain how active and passive structures change emphasis	manipulate active and passive voice independently for effect
Formal and informal language	recognise differences between formal and informal language	select language according to audience and purpose	independently manipulate formality for different contexts
Punctuation	apply commas, apostrophes, brackets, colons and dashes accurately	use semi-colons and colons within increasingly complex writing	independently sustain accurate punctuation across extended writing
Editing and refinement	identify and improve errors with support	edit grammar and punctuation increasingly independently	refine writing independently for clarity, precision and effect

### Grammar Progression Across UKS2 Cycle 1

recognise → apply → extend → manipulate → refine

Pupils increasingly learn to:

- recognise and apply increasingly sophisticated grammatical structures within spoken and written outcomes
- use expanded noun phrases, relative clauses and modal verbs accurately
- organise ideas using cohesive devices and varied sentence structures
- manipulate sentence structures and punctuation according to audience and purpose
- apply active and passive voice purposefully to create different effects
- edit and refine grammar and punctuation independently to improve precision and clarity
- communicate ideas with increasing accuracy, sophistication and control across the curriculum



## End Point

By the end of UKS2 Cycle 1 pupils independently read increasingly complex texts, communicate understanding using evidence and ambitious vocabulary, and apply reading, writing and spoken language skills confidently across the wider curriculum.

## UKS2 Cycle 1 Vocabulary Progression Map

Area	Autumn	Spring	Summer
<b>Subject-specific vocabulary</b>	recognise and apply ambitious vocabulary linked to history, science and wider curriculum themes	explain meanings and use increasingly precise disciplinary vocabulary	independently select and apply increasingly sophisticated subject vocabulary
<b>Tier 2 vocabulary</b>	understand and use high-frequency academic vocabulary ( <i>compare, explain, influence, investigate, evidence</i> )	apply vocabulary accurately within discussion and writing	independently manipulate vocabulary for audience and purpose
<b>Tier 3 vocabulary</b>	recognise and use subject-specific terminology linked to curriculum themes	explain and apply increasingly complex disciplinary vocabulary	independently use precise technical vocabulary across contexts
<b>Oral vocabulary</b>	use vocabulary within structured discussion and collaborative activities	justify ideas using increasingly ambitious vocabulary	independently communicate understanding using precise vocabulary
<b>Reading vocabulary</b>	identify and discuss unfamiliar words and meanings within texts	infer meaning using context and evidence	independently interpret and evaluate vocabulary choices
<b>Writing vocabulary</b>	apply vocabulary within supported written outcomes	select increasingly appropriate vocabulary according to purpose	independently refine vocabulary choices for clarity and effect
<b>Retrieval and application</b>	retrieve previously taught vocabulary with support	connect and apply vocabulary across subjects	independently retrieve and transfer vocabulary into unfamiliar contexts



Area	Autumn	Spring	Summer
<b>Disciplinary language</b>	recognise language associated with historians, scientists, geographers and reflective thinkers	explain ideas using increasingly precise disciplinary vocabulary	independently communicate using subject-specific language and reasoning

**Vocabulary Progression Across UKS2 Cycle 1**

recognise → retrieve → apply → explain → justify → communicate independently

**Pupils increasingly learn to:**

- recognise and understand increasingly ambitious vocabulary across subjects
- retrieve and apply previously taught vocabulary accurately
- explain meanings using context and disciplinary understanding
- select vocabulary appropriate for audience and purpose
- communicate ideas using increasingly precise subject-specific language
- transfer vocabulary knowledge across different curriculum contexts independently

**Secure End Point**

By the end of UKS2 Cycle 1 pupils independently understand, select and apply increasingly ambitious vocabulary across subjects, using precise disciplinary language confidently within spoken, practical and written outcomes.



## UKS2 Cycle 1 - Music Progression Map

Area	Autumn	Spring	Summer
<b>Listening and Appraising</b>	identify and describe musical elements including pulse, rhythm, tempo and dynamics	explain how musical elements create mood, atmosphere and meaning	evaluate musical choices and compare styles, traditions and performances
<b>Composition</b>	experiment with rhythm, sound patterns and musical ideas	combine musical elements purposefully to communicate themes and ideas	independently compose and refine musical outcomes for specific purposes
<b>Performance</b>	perform confidently using voice, percussion and instruments	develop control, expression and awareness of audience	perform increasingly independently with fluency and expression
<b>Musical Vocabulary</b>	recognise and apply vocabulary including pulse, rhythm, tempo, pitch and dynamics	explain musical choices using increasingly precise vocabulary	justify and evaluate musical decisions independently
<b>Creativity and Expression</b>	explore how music communicates feelings, themes and experiences	select musical elements to create atmosphere and meaning	independently communicate ideas and emotions through performance and composition
<b>Responding and Evaluating</b>	describe responses to music and identify preferences	explain how musical choices influence responses	evaluate music and justify opinions using evidence and musical vocabulary
<b>Cultural Understanding</b>	explore music from different traditions, cultures and historical contexts	compare musical styles and traditions	explain how music reflects culture, identity and experiences
<b>Collaboration</b>	participate in group performances and collaborative music-making	contribute ideas and respond appropriately to others	work collaboratively whilst taking increasing ownership of musical outcomes



## UKS2 Cycle 1 Wider Curriculum Progression

Area	Autumn	Spring	Summer
Historical thinking	chronology → evidence → interpretation	significance → comparison	evaluate viewpoints independently
Scientific enquiry	predict → observe → investigate	identify patterns → explain findings	justify conclusions using evidence
Geographical thinking	locate → describe → compare	explain relationships	evaluate human and environmental impact
Religious / reflective thinking	identify → question	interpret → compare	justify → evaluate
Environmental thinking	identify connections	explain interdependence	evaluate impact and sustainability
Communication	explain ideas	justify responses	independently communicate understanding
Vocabulary	retrieve and apply disciplinary vocabulary	increasingly precise subject vocabulary	independent use of ambitious vocabulary



## UKS2 Cycle 1 Computational Thinking and Programming

Area	Autumn	Spring	Summer
<b>Problem solving</b>	identify problems and recognise possible solutions	break problems into smaller steps and identify patterns	independently select and apply appropriate solutions
<b>Logical thinking</b>	recognise sequences and relationships	explain patterns and predict outcomes	apply logical reasoning to solve increasingly complex problems
<b>Pattern recognition</b>	identify similarities and repeated patterns	compare patterns and relationships within information	independently identify and apply patterns to new contexts
<b>Decomposition</b>	break information and tasks into manageable parts	organise information into logical steps	independently structure and manage increasingly complex tasks
<b>Algorithms</b>	follow and create simple sequences of instructions	explain and modify sequences and processes	independently design and refine algorithms to achieve outcomes
<b>Programming</b>	create and explore simple programs using sequencing	use repetition and selection within programs	independently debug, adapt and improve programs
<b>Data and Information</b>	collect and organise information digitally	interpret and present information using digital tools	evaluate information and communicate findings effectively
<b>Digital Creation</b>	create purposeful digital outcomes	combine digital elements to communicate information	independently select and combine digital tools according to purpose
<b>Debugging and Evaluation</b>	identify mistakes and make simple improvements	explain errors and modify outcomes	independently test, refine and evaluate digital outcomes
<b>Online Safety and Responsibility</b>	recognise safe and responsible use of technology	explain how information online varies in reliability	independently apply critical thinking and responsible digital behaviours

Computing is taught through meaningful curriculum contexts whilst maintaining subject integrity. Pupils progressively develop digital skills through researching, organising, creating, communicating and evaluating information whilst developing understanding of safe and responsible technology use.



Area	Autumn	Spring	Summer
Research	retrieve information	compare sources	evaluate reliability
Digital creation	present information	combine media	select tools independently
Data handling	collect information	organise information	interpret findings
Communication	communicate digitally	adapt presentation style	communicate for audience and purpose
Online safety	responsible use	evaluate sources	apply critical thinking

### UKS2 Design Technology Progression Map

Area	Ancient Greece	Forces	Christmas Journeys	Space	Materials Matter	Easter Reflections	Great British Isles	Healthy Bodies Healthy Minds	Rainforests
Design	investigate artefacts	identify force problems	create symbolic products	design space technology	investigate material suitability	create symbolic designs	design geographical models	create wellbeing products	design sustainable solutions
Make	construct and test	build and modify	create outcomes	create prototypes	build and test products	refine products	construct models	create practical outcomes	construct environmental solutions
Evaluate	identify strengths	improve through testing	explain choices	refine designs	test effectiveness	reflect on impact	improve outcomes	evaluate usefulness	evaluate sustainability



## UKS2 Subject Coverage Audit

Subjects are taught through an integrated curriculum model whilst maintaining clear subject integrity, disciplinary thinking and progressive development across the wider curriculum.

Subject	Coverage Across UKS2 Cycle 1
English	develop positive attitudes to reading and increasingly complex texts; retrieve, infer, interpret and evaluate information; write for a range of audiences and purposes; participate in discussion, presentation and debate; apply increasingly sophisticated vocabulary, grammar and communication skills
Mathematics	taught through White Rose Maths with opportunities for application through problem-solving, investigations, data handling, measurement and interpretation across wider curriculum contexts
Science	develop scientific knowledge through enquiry and investigation; plan and conduct fair tests; identify patterns and relationships; use evidence to explain ideas; communicate scientific understanding through practical and written outcomes
History	develop chronological understanding; investigate evidence and interpretations; understand significance and cause and consequence; compare societies and explain historical influence and legacy
Geography	use maps, atlases, globes and digital mapping; understand physical and human geography; investigate environments and communities; use fieldwork and observational skills to collect, analyse and communicate findings
Religious Education / Personal Development	explore beliefs, values and experiences respectfully; interpret symbolism and meaning; compare viewpoints and traditions; develop empathy, reflection and respectful discussion
Art and Design	create sketchbooks to record ideas; investigate and apply artistic techniques; communicate ideas creatively; evaluate and improve outcomes
Design Technology	investigate, design, create, test and evaluate products; select appropriate materials and tools; apply technical knowledge and evaluate effectiveness of outcomes
Computing	use technology purposefully to create, organise and communicate information; apply computational thinking; create digital outcomes; evaluate information and apply safe and responsible digital practices



Subject	Coverage Across UKS2 Cycle 1
<b>Music</b>	perform, compose and appraise music; explore musical elements including rhythm, pitch, dynamics and tempo; communicate ideas and meaning through musical outcomes
<b>French</b>	listen attentively and communicate increasingly confidently; broaden vocabulary; read and write increasingly complex language; apply grammatical structures and develop cultural understanding
<b>PSHE / Personal Development</b>	develop understanding of relationships, identity, wellbeing and healthy choices; build resilience, empathy and self-awareness; explore emotions and personal development
<b>Physical Education</b>	taught through Get Set 4 PE; develop movement, coordination, teamwork, fitness and healthy lifestyles; strengthen confidence and participation
<b>Reading Across the Curriculum</b>	develop disciplinary reading through fiction, non-fiction, source materials, biographies, information texts and visual texts linked to wider curriculum themes
<b>Spoken Language / Oracy</b>	participate in discussion, presentations and debate; justify opinions using evidence; develop confidence, fluency and communication skills
<b>Outdoor Learning / Cultural Capital</b>	develop understanding through practical experiences, visits, visitors and real-world contexts; strengthen curiosity and wider-world understanding



## UKS2 Cycle 1 Retrieval Progression Map

Area	Autumn	Spring	Summer
<b>Vocabulary retrieval</b>	recall and recognise previously taught vocabulary using prompts and discussion	retrieve and apply vocabulary increasingly independently across learning contexts	independently retrieve, apply and transfer ambitious vocabulary across subjects
<b>Knowledge retrieval</b>	recall key facts, concepts and information from recent learning	retrieve information from previous units and make connections	independently retrieve and synthesise knowledge across multiple subjects and themes
<b>Reading retrieval</b>	locate and identify explicit information within texts	select relevant information and evidence independently	retrieve, connect and apply evidence from multiple texts and sources
<b>Disciplinary retrieval</b>	recall subject-specific concepts and vocabulary	explain and apply disciplinary thinking across subjects	independently use disciplinary knowledge and language to support reasoning
<b>Questioning and recall</b>	answer recall questions and participate in discussion	ask and answer increasingly thoughtful questions	independently generate questions and justify responses using evidence
<b>Application of prior learning</b>	identify links with previous learning experiences	apply prior learning within familiar contexts	independently transfer prior learning into unfamiliar contexts
<b>Independent retrieval</b>	use visual supports, prompts and retrieval activities	increasingly select appropriate retrieval strategies	independently select and apply retrieval strategies to strengthen understanding
<b>Metacognition and reflection</b>	explain what has been learned	identify strategies that support remembering	independently explain how retrieval supports learning and understanding



## How Leaders Monitor Curriculum Impact

Leaders evaluate curriculum implementation and impact through a range of quality assurance activities to ensure pupils know more, remember more and can do more over time. Monitoring focuses on curriculum implementation, progression, disciplinary thinking, independence and pupils' ability to apply learning across contexts.

Monitoring activity	Purpose	Evidence leaders review
Learning walks	Monitor implementation, adaptive teaching and curriculum delivery	classroom routines, engagement, adaptive practice, curriculum implementation and learning behaviours
Book looks	Review curriculum coverage, sequencing and progression	evidence of knowledge, skills and disciplinary development over time
Work scrutiny	Evaluate consistency, challenge and curriculum impact	challenge, presentation, progression, evidence use and quality of outcomes
Pupil voice discussions	Assess curriculum experience and depth of understanding	vocabulary, confidence, retrieval, understanding, independence and curriculum enjoyment
TrackAble assessment	Monitor progress and identify next steps	attainment information, progress data and emerging trends
Moderation	Ensure consistency and accuracy of judgements	shared expectations, standards and evidence of progression
Curriculum review meetings	Evaluate curriculum effectiveness and implementation	strengths, adaptations, actions and next steps
Reading and vocabulary reviews	Monitor progression in reading and disciplinary language	fluency, retrieval, vocabulary application, comprehension and reading across the curriculum
Curriculum progression audits	Evaluate progression and sequencing across subjects	subject progression, coverage, coherence and curriculum integrity
Retrieval reviews	Monitor pupils' ability to retain and apply learning	retrieval activities, recall, connections and transfer of knowledge
Subject leader monitoring	Evaluate disciplinary thinking and subject development	subject-specific vocabulary, disciplinary knowledge and application of skills



Monitoring activity	Purpose	Evidence leaders review
Final outcomes and presentations	Evaluate curriculum impact and application of learning	independent outcomes, presentations, practical outcomes and evidence-informed responses

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation and outcomes. Leaders monitor whether pupils increasingly demonstrate independence, apply disciplinary thinking, retrieve prior learning effectively and transfer knowledge and skills confidently across different contexts.

### Curriculum Leadership: Monitoring and Evaluating Impact

Leaders monitor implementation and impact to ensure pupils know more, remember more and can do more over time. Monitoring focuses on curriculum implementation, progression, disciplinary thinking, independence and pupils' ability to apply learning across different contexts.

Monitoring activity	Purpose	Evidence leaders review	Frequency
Learning walks	Evaluate implementation, adaptive practice and curriculum delivery	classroom routines, engagement, adaptive teaching, curriculum implementation and learning behaviours	Half-termly
Book looks	Review curriculum coverage, sequencing and progression	evidence of knowledge, skills, disciplinary development and curriculum progression over time	Half-termly
Work scrutiny	Evaluate consistency, challenge and curriculum impact	challenge, presentation, progression over time, evidence use and application of curriculum knowledge	Termly
Pupil voice discussions	Assess understanding, independence and curriculum experience	vocabulary, confidence, retrieval, enjoyment, understanding, pupil reflections and disciplinary thinking	Half-termly
TrackAble assessment	Monitor progress and identify next steps	attainment information, progress data, individual targets, trends and emerging needs	Ongoing / Termly review



Monitoring activity	Purpose	Evidence leaders review	Frequency
<b>Moderation</b>	Ensure consistency and accuracy of expectations	shared judgements, standards and evidence of progression	Termly
<b>Reading and vocabulary reviews</b>	Monitor reading development and disciplinary language progression	reading fluency, retrieval, comprehension, disciplinary vocabulary and reading across the curriculum	Termly
<b>Curriculum review meetings</b>	Evaluate curriculum effectiveness and implementation	actions, adaptations, curriculum strengths and next steps	Termly
<b>Curriculum progression audits</b>	Evaluate sequencing and progression across subjects	curriculum coherence, subject progression, coverage and progression pathways	Termly
<b>Retrieval reviews</b>	Monitor retention and application of learning	retrieval activities, recall accuracy, cumulative knowledge and transfer of learning	Half-termly
<b>Final outcomes and presentations</b>	Evaluate curriculum impact and application of knowledge and skills	independent outcomes, practical tasks, presentations and evidence-informed responses	Termly

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation and outcomes. Leaders monitor whether pupils increasingly demonstrate independence, retrieve and apply prior learning effectively, communicate using increasingly precise disciplinary vocabulary and transfer knowledge and skills confidently across subjects and wider contexts.