



LKS2 Cycle 1 Curriculum Progression Map

LKS2 Cycle 1 English Progression

Unit	Main NC focus	Year 3 emphasis	Year 4 extension	Complexity progression
Stone Age to Iron Age	Historical narrative and explanation writing	sequence events; identify changes over time; use historical vocabulary	explain significance and compare developments using evidence	chronology and historical explanation develop
Rock Detectives	Explanation texts and scientific enquiry writing	identify and describe observations; ask questions	explain processes and justify ideas using evidence	scientific reasoning develops
Winter Wishes	Descriptive and reflective writing	describe experiences and emotions	explain viewpoints and use figurative language	descriptive depth increases
Walk Like an Egyptian	Historical information and comparative writing	identify features of Ancient Egyptian civilisation	compare civilisations and justify viewpoints	historical interpretation deepens
Light and Shadows	Scientific explanation and prediction writing	describe observations and make predictions	explain findings and justify conclusions using evidence	reasoning and explanation strengthen
Easter Journeys	Reflection and comparative discussion	identify beliefs and symbols	explain meanings and compare viewpoints	reflection becomes interpretation
Tremors	Information and explanation writing	identify causes and effects	explain impact and justify understanding using evidence	causal reasoning develops
Healthy Me	Discussion and persuasive writing	identify healthy choices and explain ideas	justify opinions and evaluate choices	evaluative thinking increases
Passport to Europe	Information and comparative writing	identify countries and features	compare environments and justify ideas	geographical comparison deepens



Progressive English development across LKS2 (Cycle 1)

Speaking and discussion

- explanation
- comparison
- justification
- evaluation

Sentence construction

- expanded noun phrases
- conjunctions
- subordinate clauses
- paragraph organisation

Writing outcomes

- description
- explanation
- comparison
- reflection
- independent communication

LKS2 Cycle 1 Reading Progression and Domain Coverage

Reading skills are taught progressively across LKS2 through a spiral curriculum model. Pupils revisit key reading behaviours with increasing complexity, enabling Year 3 pupils to secure understanding whilst Year 4 pupils deepen interpretation, justification and independence.



Reading skill	Units	Progression
Vocabulary development	1-9	Develop, retrieve and apply increasingly ambitious topic, disciplinary and academic vocabulary
Prediction	1-9	Use prior knowledge, evidence and text features to anticipate ideas and outcomes
Retrieval	1-9	Locate, select and retrieve increasingly relevant information from fiction and non-fiction texts
Sequencing	1,4,6	Order events, processes and ideas chronologically with increasing independence
Inference	1-9	Interpret meaning using clues from texts, images and evidence and justify ideas
Explanation	1-9	Explain processes, events, beliefs and ideas using evidence from texts and wider learning
Comparison	3,4,6,9	Compare experiences, viewpoints, themes, beliefs and environments
Themes and messages	3,6,8	Identify and discuss themes, values and messages within texts
Evidence and justification	1-9	Select evidence independently and justify interpretations and opinions
Discussion and response	1-9	Discuss, explain and communicate ideas using increasingly ambitious vocabulary
Fluency and prosody	1-9	Develop confidence, expression, pace and accuracy through repeated reading and oral rehearsal
Disciplinary reading	1-9	Interpret and use historical, scientific, geographical and religious texts with increasing confidence

Progressive Development Across LKS2

Reading behaviours



identify

- retrieve
- explain
- compare
- justify
- evaluate

Vocabulary

topic vocabulary

- disciplinary vocabulary
- increasingly precise academic vocabulary

Interpretation

literal understanding

- inference
- evidence selection
- justified interpretation

Communication

answer questions

- explain ideas
- justify thinking
- evaluate viewpoints

Independence

supported reading

- guided interpretation
- increasing independence in applying reading skills across the curriculum



LKS2 Cycle 1 Grammar Progression Map

Grammar and punctuation are taught through meaningful reading, writing and spoken language opportunities. Pupils revisit core sentence construction throughout the year whilst progressively developing increasingly complex grammatical knowledge and applying it within purposeful curriculum outcomes.

Unit	Grammar and punctuation focus
Stone Age to Iron Age	expanded noun phrases; coordinating conjunctions; time adverbials
Rock Detectives	subordinating conjunctions (<i>because, when, if</i>); commas in lists
Winter Wishes	sentence variation; expanded noun phrases
Walk Like an Egyptian	fronted adverbials with commas; paragraphs
Light and Shadows	subordinating conjunctions; fronted adverbials
Easter Journeys	conjunction choice; comparative sentence structures
Tremors	cause-and-effect conjunctions (<i>therefore, because, as a result</i>)
Healthy Me	modal verbs (<i>should, could, must</i>); sentence variation
Passport to Europe	paragraph organisation; varied sentence openings

How leaders monitor grammar progression

Leaders monitor impact through:

- work scrutiny across units
- writing moderation
- grammar application in independent writing



- pupil discussion
- vocabulary use
- assessment information
- retrieval activities
- comparison of writing outcomes over time

LKS2 Cycle 1 Vocabulary Progression Map

Vocabulary is deliberately revisited and applied with increasing precision across the curriculum. Pupils progressively develop topic, disciplinary and academic vocabulary to support understanding, communication and increasingly independent application across subjects.

Unit	Vocabulary focus
Stone Age to Iron Age	chronology, civilisation, settlement, hunter-gatherer, artefact, evidence
Rock Detectives	rock, fossil, soil, sedimentary, igneous, metamorphic, classification
Winter Wishes	tradition, celebration, imagery, reflection, emotion, community
Walk Like an Egyptian	civilisation, pharaoh, hierarchy, mummification, artefact, afterlife
Light and Shadows	reflection, opaque, transparent, translucent, prediction, investigation
Easter Journeys	Holy Week, resurrection, symbolism, faith, reflection, spiritual journey
Tremors	earthquake, volcano, tectonic, eruption, magma, impact
Healthy Me	wellbeing, nutrition, lifestyle, body systems, balanced, evaluate
Passport to Europe	continent, capital city, culture, environment, landscape, diversity



LKS2 Cycle 1 - Music Progression Map

Music is taught through meaningful curriculum contexts whilst maintaining subject integrity. Pupils progressively develop musical understanding through listening, performing, composing and evaluating whilst exploring how music communicates ideas, emotions, cultures and experiences.

Unit	Music focus	Year 3 emphasis	Year 4 extension	Disciplinary progression
Stone Age to Iron Age	Rhythm and prehistoric sound	explore pulse and rhythm through percussion	create and refine rhythmic compositions	listen → create → perform
Rock Detectives	Sound and atmosphere	create sound patterns inspired by natural environments	explain how musical choices create meaning	explore → create → evaluate
Winter Wishes	Mood and performance	identify how music creates atmosphere	explain how musical elements affect mood	listen → interpret → perform
Walk Like an Egyptian	Rhythm and cultural expression	explore Egyptian-inspired rhythms and performance	justify musical choices and composition	listen → create → evaluate
Light and Shadows	Sound and atmosphere	explore how sound communicates ideas and feelings	refine compositions using musical vocabulary	listen → create → refine
Easter Journeys	Reflection and meaning	participate in singing and collaborative performance	explain how music communicates emotion and meaning	listen → perform → reflect
Tremors	Soundscapes and movement	create sounds representing natural events	evaluate effectiveness of musical responses	create → perform → evaluate



Unit	Music focus	Year 3 emphasis	Year 4 extension	Disciplinary progression
Healthy Me	Emotion and wellbeing	identify how music affects feelings	explain and justify musical choices linked to mood	identify → explain → evaluate
Passport to Europe	Culture and musical traditions	listen and respond to music from different countries	compare styles and explain similarities and differences	listen → compare → evaluate

Progressive Development Across LKS2 Cycle 1

Listening

- identify
- interpret
- compare
- evaluate

Composing

- explore
- create
- refine
- improve

Performing

- participate
- rehearse



- perform confidently
- communicate purposefully

Musical understanding

- pulse and rhythm
- tempo and dynamics
 - pitch and structure
 - increasingly precise musical vocabulary

By the end of LKS2 pupils increasingly:

- perform with confidence and expression
- create purposeful musical outcomes
- explain how musical elements communicate meaning
- evaluate and improve musical choices using appropriate vocabulary



Wider Curriculum

Unit	Lead subject(s)	Year 3 emphasis	Year 4 extension	Disciplinary progression
Stone Age to Iron Age	History	sequence events and identify changes over time	explain significance and compare developments across periods	chronology → interpretation → explanation
Rock Detectives	Science / Geography	identify and describe rocks and landscapes	explain geological processes and use evidence	observation → enquiry → interpretation
Winter Wishes	RE / English	identify themes, emotions and traditions	explain viewpoints and compare experiences	reflection → interpretation → comparison
Walk Like an Egyptian	History	identify key features of Ancient Egyptian civilisation	explain significance and compare civilisations	chronology → enquiry → interpretation
Light and Shadows	Science	observe and investigate light and shadows	explain relationships using evidence and prediction	observation → prediction → conclusion
Easter Journeys	RE	identify beliefs, symbols and traditions	explain meaning and justify viewpoints	recall → reflection → interpretation
Tremors	Geography / Science	identify features of earthquakes and volcanoes	explain causes and impacts using evidence	observation → explanation → evaluation
Healthy Me	Science / PDL	identify healthy choices and body systems	explain how choices influence wellbeing	identify → explain → evaluate
Passport to Europe	Geography	locate countries and identify features	compare countries and explain similarities and differences	locate → compare → interpret



LKS2 Cycle 1 Computing Progression Map

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.

Unit	Computing focus	Year 3 emphasis	Year 4 extension	Disciplinary progression
Stone Age to Iron Age	Research and presentation	locate and organise information	select and present information independently	find → organise → communicate
Rock Detectives	Data and information handling	collect and organise findings	interpret and present findings	collect → organise → interpret
Walk Like an Egyptian	Digital communication	create presentations and information outcomes	refine presentation for audience and purpose	create → communicate → improve
Light and Shadows	Digital investigation	record observations and outcomes	analyse and present findings independently	investigate → record → explain
Tremors	Digital mapping and research	use maps and online sources	compare and interpret information	locate → compare → interpret
Healthy Me	Media and information	identify reliable information	evaluate sources and justify choices	identify → evaluate
Passport to Europe	Communication and presentation	create digital travel outcomes	select tools and adapt for audience	create → communicate → evaluate



Progressive Development Across LKS2 Cycle 1

Information Handling

find

- organise
- interpret
- communicate

Digital Creation

create

- refine
- adapt
- evaluate

Digital Literacy

use technology safely

- identify reliable information
- evaluate information critically

Computational Thinking

follow sequences

- identify patterns
- solve problems logically
- debug and improve outcomes



LKS2 Cycle 1 Computational Thinking and Programming

Unit	Focus
Stone Age to Iron Age	follow and create simple sequences
Rock Detectives	organise data and identify patterns
Light and Shadows	create simple programs and predict outcomes
Tremors	identify and correct errors in sequences
Healthy Me	evaluate information and online choices
Passport to Europe	select appropriate technology and present outcomes

LKS2 Design Technology Progression Map

Design and Technology is taught through purposeful outcomes linked to wider curriculum themes. Pupils progressively develop understanding of designing, making, testing and evaluating through practical experiences and problem-solving opportunities.



Unit	DT focus	Year 3 emphasis	Year 4 extension	Disciplinary progression
Stone Age to Iron Age	shelters, tools and prehistoric construction	explore and create simple designs	refine designs considering purpose and materials	design → make
Rock Detectives	structures and models	investigate materials and simple construction	evaluate and improve stability and effectiveness	design → make → test
Walk Like an Egyptian	artefacts and structures	create models and representations	justify design choices and improve outcomes	design → make → evaluate
Tremors	structures and earthquake-resistant design	investigate stability and strength	test, modify and improve designs using evidence	design → test → refine
Passport to Europe	products and cultural design	create purposeful products linked to countries and cultures	adapt and improve outcomes for an audience	design → create → evaluate
Unit	DT focus	Year 3 emphasis	Year 4 extension	Disciplinary progression
Stone Age to Iron Age	shelters, tools and prehistoric construction	explore and create simple designs	refine designs considering purpose and materials	design → make
Rock Detectives	structures and models	investigate materials and simple construction	evaluate and improve stability and effectiveness	design → make → test
Walk Like an Egyptian	artefacts and structures	create models and representations	justify design choices and improve outcomes	design → make → evaluate
Tremors	structures and earthquake-resistant design	investigate stability and strength	test, modify and improve designs using evidence	design → test → refine
Passport to Europe	products and cultural design	create purposeful products linked to countries and cultures	adapt and improve outcomes for an audience	design → create → evaluate



LKS2 Subject Coverage Audit

Subjects are taught through an integrated curriculum model whilst maintaining clear subject integrity and progression.

Subject	Units	Coverage
History	Units 1,4	chronology, historical enquiry, significance, interpretation of evidence, comparison of civilisations
Geography	Units 2,7,9	human and physical geography, maps, atlases, fieldwork, locational knowledge, environmental understanding
Science	Units 2,5,8	rocks, light, body systems, healthy lifestyles, scientific enquiry, observation, prediction and interpretation
RE	Units 3,6	beliefs, traditions, Easter, symbolism, reflection, comparison and respectful discussion
English	Units 1-9	reading, writing, spelling, grammar, oracy, explanation, comparison, discussion and justification
Art	Units 1-9	drawing, colour, pattern, observation, representation, evaluation and creative response
DT	Units 1,2,4,7	design, make, test, evaluate, improve and purposeful outcomes
Computing	Units 1,4,5,7,9	research, presentation, communication, digital tools, information handling and digital creativity
Music	Units 1-9 (<i>integrated application</i>)	listening, rhythm, pulse, composition, performance, appraisal and musical vocabulary
Languages (French)	Units 1-9 (<i>embedded through curriculum themes</i>)	listening, speaking, reading, writing, pronunciation, vocabulary development and cultural understanding



Subject	Units	Coverage
PE	Units 1-9 (<i>Get Set 4 PE</i>)	movement, coordination, physical development, teamwork, participation and healthy lifestyles
PDL / PSHE	Units 3,8 (<i>embedded throughout via HeartSmart</i>)	wellbeing, identity, relationships, emotions, belonging, resilience and healthy choices

LKS2 Cycle 1 Retrieval Progression Map

Retrieval type	LKS2
Vocabulary retrieval	apply increasingly precise Tier 2 and Tier 3 vocabulary
Knowledge retrieval	explain, connect and justify learning
Reading retrieval	retrieve and infer from texts
Cross-curricular retrieval	apply knowledge across subjects
Application retrieval	increasingly independent transfer
Cumulative retrieval	revisit learning across terms and cycles



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 activity	Purpose	Evidence leaders review
Learning walks	Monitor implementation and adaptive practice	classroom routines, engagement, curriculum delivery
Book looks	Review curriculum coverage and progression	evidence of knowledge and skills development
Work scrutiny	Evaluate consistency and quality	challenge, presentation, progression over time
Pupil voice	Assess understanding and curriculum experience	vocabulary, confidence, recall, enjoyment and understanding
TrackAble assessment	Monitor progress and identify next steps	attainment and progress information
Moderation	Ensure consistency of expectations	shared judgements and standards
Curriculum review meetings	Evaluate curriculum effectiveness	actions, adaptations and next steps
Reading and vocabulary reviews	Monitor progression in reading and disciplinary language	fluency, retrieval, vocabulary application and comprehension
Curriculum progression audits	Evaluate progression and curriculum sequencing	subject progression, coverage and curriculum coherence

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation and outcomes.



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 activity	Purpose	Evidence leaders review	Frequency
Learning walks	Evaluate implementation and adaptive practice	classroom routines, engagement, adaptive teaching, curriculum delivery	Half-termly
Book looks	Review curriculum coverage and progression	evidence of knowledge, skills and disciplinary development	Half-termly
Work scrutiny	Evaluate consistency and quality	challenge, presentation, progression over time and application of curriculum knowledge	Termly
Pupil voice	Assess understanding and curriculum experience	vocabulary, confidence, recall, enjoyment, understanding and pupil reflections	Half-termly
TrackAble assessment	Monitor progress and identify next steps	attainment and progress data, individual targets and trends	Ongoing / termly review
Moderation	Ensure consistency of expectations	shared judgements, standards and evidence of progression	Termly
Reading and vocabulary reviews	Monitor reading fluency and vocabulary progression	disciplinary vocabulary, reading fluency, retrieval and comprehension	Termly
Curriculum review meetings	Evaluate curriculum effectiveness	actions, adaptations, curriculum strengths and next steps	Termly
Curriculum progression audits	Evaluate sequencing and progression across subjects	curriculum coherence, subject progression and coverage	Termly

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation and outcomes.