

Progress Map

Key Stage 1 to Key Stage 2



Pupils work on tasks that involve a number of steps or aspects, requiring them to deal with more wide-ranging information. The learning opportunities will increasingly deal with contexts beyond the immediate and observable. Pupils should have opportunities to demonstrate more independence and consistency in their work throughout the key stage.

	From the end of Key Stage 1	Towards the end of Key Stage 2
Managing Information	<p>Pupils:</p> <ul style="list-style-type: none"> ask more focused questions about the task, clarify purpose and what needs to be done; recognise where similar tasks have been done in the past; use their own and others' ideas to identify, locate and select various sources of information; set goals for their work, break tasks into smaller parts and plan the next steps; record information in a variety of formats; begin to identify audience and purpose when communicating; 	<p>Pupils:</p> <ul style="list-style-type: none"> can ask deeper and wider questions to clarify the task, to plan and to set goals; begin to challenge conventions and assumptions; can classify, compare and evaluate information and select the most appropriate methods for the particular task; develop methods for collating and recording information and monitoring progress on a task; and have a sense of audience and purpose;
Thinking, Problem-Solving and Decision-Making	<ul style="list-style-type: none"> show their understanding by organising and summarising; sequence, order and rank along different dimensions; identify similarities and differences by making simple comparisons and connections; begin to test predictions and to look for evidence; make decisions and generate options; suggest possible solutions to problems; are systematic and work through the stages in a task; explain their methods and opinions, and the reasons for choices and actions; and recognise the differences between why, what, where, when and how questions. 	<ul style="list-style-type: none"> show the ability to use memory strategies to deepen understanding and comprehension; identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying or comparing and contrasting; make and test predictions, examine evidence and make links between possible causes and effects; discriminate between fact and opinion and question the reliability of evidence; explain and justify methods, opinions and conclusions; understand more than one point of view; examine options and weigh up pros and cons; try alternative problem-solving solutions and approaches; and use different types of questions systematically and with purpose.

	From the end of Key Stage 1	Towards the end of Key Stage 2
Being Creative	<p>Pupils:</p> <ul style="list-style-type: none"> • show curiosity when approaching new tasks and challenges; • have experiences with all the senses; • listen to and share ideas and experiences; • generate as many ideas and options as possible, building and combining ideas; • take time to use imagination for enjoyment; • enjoy the unexpected, unusual and surprising; • experiment and investigate real life issues; 	<p>Pupils:</p> <ul style="list-style-type: none"> • pose questions that do not have straightforward answers, seek out problems to solve and challenge the routine method; • see opportunities in mistakes and failures; • use all the senses to stimulate and contribute to ideas; • experiment with different modes of thinking such as visualisation; • learn from and build on own and others' ideas and experiences; • value other people's ideas; experiment with objects and ideas in a playful way; • make ideas real by experimenting with different designs, actions and outcomes; • begin to develop their own value judgements about the merits of their work;
Working With Others	<ul style="list-style-type: none"> • develop further the habits of collaborative learning; • become more adept at turn-taking, sharing and co-operating when working in a group or team; • decide what needs to be done in a group and take responsibility for aspects of the work; • show the ability to learn from shared and modelled activities; • adapt behaviour and language to suit different situations; • show fairness to others; • recognise and respect other people's feelings and ideas; 	<ul style="list-style-type: none"> • become more independent in their social and interpersonal skills; • show that they can work in different roles in a group and take responsibility for appropriate tasks; • are willing to help others with their learning; • understand and learn to respond to feedback; • work with their peers to reach agreements and begin to manage disagreements;

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Self-Management	<ul style="list-style-type: none"> • check that they are achieving their purpose by talking about what they are learning, how they carried out the work and what they could improve; • check their work routinely for accuracy and precision; and • persist with tasks until an appropriate endpoint, with teacher prompting; • seek help from other people; • work towards personal targets identified by teacher; and • develop an awareness of what they enjoy and what they find difficult, their personal strengths and limitations. 	<ul style="list-style-type: none"> • evaluate what they have learned and compare their approaches with those of others; • make links between their learning in different contexts; • become self-directed by working on their own or in a group; • learn ways to manage their own time; and • seek help from a variety of sources; • work towards personal targets identified by themselves, or jointly with the teacher; and • are more confident in their knowledge of personal strengths and weaknesses.