

Progression in Ambitious

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
Facing challenges	New experiences are new challenges for EYFS children who are starting school. Challenges they face within a supportive environment include knowing their new routine, getting along with others including new adults, becoming independent with their own hygiene needs, changing for PE, developing a responsibility for their own things, PE and learning and how to keep themselves and others safe. Children are supported in facing these new challenges through daily adult support, weekly Forest school and making their own risk	Challenges to childrens' personal, social and emotional development are in focus as children move from EYFS to KS1 and they adapt to the new routine and more structured timetable. New subjects present a challenge also. Year 2 children face the challenge of being leaders and supporting the Year 1's. They begin to self-evaluate against the learning objectives in lessons across the curriculum, supported and modelled by adults.	Challenges to childrens' personal, social and emotional development are a focus as children move from KS1 to KS2 and they adapt to the new routine. New subjects present a challenge also. Year 4 children face the challenge of being leaders and supporting the Year 3's. In lessons, children are involved in self evaluating their progress, editing their own work, using success criteria to check their attainment and in setting themselves next steps. They begin to self-reflect on their own progress and understanding in life	Children now rise to the challenge of becoming leaders. They take a greater responsibility for their own learning and success across the curriculum and in life skills also, completing their Shine award through their own motivation. Residential trips in both years take children away from home, a challenge in itself. During their stay they face challenges of a varied nature. Year 6 children also face the challenge of end of year tests, then preparing for the new challenges of secondary school and moving on.	By exposing children to challenge and learning from the lives of others we hope to promote high aspirations in our pupils.

Learning from the lives of others	assessments, (What a wonderful world). Children begin to learn about events and feelings of others by exploring traditional stories and characters, learning from the lives of fictional characters. (Once upon a time). They learn about some of the beliefs and experiences of others through exploring celebrations of Christmas and Diwali (Zap) and Chinese New Year (What a wonderful world). They also learn from the lives of Bible story characters, with a focus on PSE (The Gruffalo and other stories).	Children move on to learn from the lives of people from the past, exploring their impact and what they can learn from them, such as Grace Darling's bravery and courage (Seaside Rescue) and the life of Jesus, his teachings and how Christians follow his example. Children also develop a sense of their community as they learn about historical local characters including Edward Bright. In Collective Worship there are many opportunities to learn from other people, linked to the Collective Worship theme.	skills also, through their PSHE booklet. Children continue to learn new skills from others, joining a range of new clubs including signing club. They learn from famous people from the past, such as learning about perseverance, courage, self sacrifice and determination through finding out about Scott and Amundsen and the race to the South Pole (Antarctic Adventure), and learning about perseverance and determination through the life of Howard Carter (Tomb Raiders) They learn from the lives of local people too, Brythnoth and Boudicca, their courage, leadership and sense of what is right. (Invaders and Settlers). They learn from groups of people too, developing an	Children learn skills from the lives of others. For example, Tim Peake and other astronauts (Sun, Moon, Stars) as well as groups of people such as the Victorians (The Empire). They learn about determination, perseverance and community spirit during through studying the Second World War (We'll Meet Again). They continue to learn from the life of Jesus and other Christians around the world and how they support others, and learn from the life of a Parish Priest.	
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Developing a strong desire and determination to succeed across the curriculum	The desire to achieve and be successful begins in EYFS. Children are introduced to the school reward system using superhero powers. Children have individual cubbies displayed on the wall where they choose things they are proud of to be displayed. Teachers share successes from school with parents via Tapestry and parents are encouraged to share successes from home in the same way. Children are introduced to the concept of Growth Mindset and there is an EYFS celebration on	Whole school reward systems are used in KS1 with children earning house points for a team, but receiving individual rewards through stars of the week certificates and other class rewards and responsibilities and praise/rewards for good work and behaviour. Enrichment homework continues to promote and celebrate learning across subjects. Clubs also begin for children who may be encouraged to use determination to practice a new skill, such as a sport. Out of school success is	understanding of community (Stone Age Survival). They also continue to learn from the life of Jesus, looking at what we can learn from parables. The whole school reward system continues to motivate children, as do class rewards and responsibilities. Growth Mindset displays in classrooms also display the success of individual pupils and a display board in the corridor is used to celebrate excellent achievement across subjects. Succeeding in a variety of areas is also supported through clubs and competitions, both in school and within the local community. Achievements outside of school are encouraged and celebrated through the	The whole school reward system continues to motivate children, as do class rewards and responsibilities. Children are also encouraged to succeed as leaders through a range of roles and responsibilities. Growth Mindset displays in classrooms also display the success of individual pupils and a display board in the corridor is used to celebrate excellent achievement across subjects. Succeeding in a variety of areas is also supported through clubs and competitions, both in school and within the	
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	Friday where 2 children are rewarded for their Growth Mindset. The whole class also walk around the cubbies to celebrate each others' achievements.	celebrated via the achievement wall. They will also be learning new skills that require determination to master, such as sewing to make a puppet (Moana).	achievement wall. Enrichment homework also continues to be used to develop the desire to achieve in the different subjects.	local community. Achievements outside of school are encouraged and celebrated through the achievement wall. Enrichment homework also continues to be used to develop the desire to achieve in the different subjects. A desire and determination to succeed as responsible and compassionate members of the community is promoted through the Shine Award.	
Promoting high aspirations	Children are introduced to Enrichment homework in the first term where they are encouraged to explore their God-given talents in a range of subject areas. High aspirations of them as learners and people begins in EYFS, with children exploring how	Children learn more about the world around them and their part in it through visiting Central Park school in Newham and learning about Vinjeru school in Zambia, encouraging aspirations to be a successful part of the community. They have	Opportunities for children to see potential and have high aspirations continues in the following ways: DT competition held at Fords Motor Company. Meeting local people who restore cars, work for local businesses and work with cars for	Opportunities for children to see potential and have high aspirations continues in the following ways: Continuing to set next steps in their work. Bikeability, keeping themselves safe on the roads.	

	to lead a healthy lifestyle (Gruffalo and other stories), how to use the internet safely (People who help us) and to develop a knowledge of the wider world (What a wonderful world). They also begin to see their own potential as they explore their own success and what future roles they could have, both in school as they look to move into KS1 and as people of the future (People who help us, visitors and role play).	visits from the RNLI, learning about keeping themselves safe and about other emergency services, potentially giving them further aspirations for the future (Seaside Rescue). High aspirations to be successful online and as healthy individuals is promoted through e-safety when gaming (Explorers) and making healthy smoothies (Seaside Rescue). Famous people who are experts in their field provide aspiration in certain subjects, such as Anthony Gormley Art (Giant). Children become more responsible for their own behaviour and actions, reflecting on choices using behaviour reflection sheets as appropriate.	a range of reasons (Top Gear hook) Reflecting on their own behaviour and development of life skills. Setting their own next steps. The work of experts in their field is also used to show children possibilities and to encourage their high aspirations, such as famous scientists (Invaders and Settlers) Andy Goldsworthy and art (Art in Nature) Mozart and music composition (Art in Nature) Real life Antarctic explorers (Antarctic Adventure) Learning from a marine biologist (Under the Sea) Writers, such as CS Lewis and the Jabberwocky poem and Beowulf (Imaginary Worlds and Invaders and Settlers)	Completing Shine Awards with a meeting with the Head teacher to talk about goals they are setting themselves (Bronze, Silver or Gold) Reflecting on their own behaviour. Residentials. The work of experts in their field continues to be used to show children possibilities and encourage their high aspirations, such as local artists (They see the world like this) Athletes, their personal bests and childrens' own (Movers and Shakers) Authors such as JK Rowling (It's a Kind of Magic) and Shakespeare (Terrible Tudors) Tudor minstrels (Terrible Tudors) Local dancers (We'll meet again) Scientists and evolution (On Tap)	
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			Range of inventors (Dragons Den) Children are also encouraged to have high aspirations of their own health and well-being, using the Be Internet Legends programme of work for internet safety, PSHE reflection books for their well-being and looking at how to keep themselves safe on the roads and improving local road safety (Top Gear)	Children are also encouraged to have high aspirations of their own health and well-being, using the Be Internet Legends programme of work for internet safety, residential, Bikeability and the Up Project.	
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