

Progression in Happy

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 . . .
Enjoy Learning	A wide range of trips, topic hooks and fun lessons and learning experiences are provided across the school to give children the opportunity to enjoy learning across curriculum areas. The Shine Curriculum has been designed and written by staff to ensure that enjoying learning is paramount. People from different faiths regularly visit the school as part of topics and to lead Collective Worship. Below are just some of those things that are delivered in each of the Phases.				We will provide opportunities for children to enjoy learning, have opportunities to look after their own well-being and set them up as life long learners.
	A huge focus in EYFS is developing enjoyment in learning and ensuring children are happy in all areas of their new environment. Hooks include Superhero day and weekly visits from people from different professions. Trips include local walks, visiting All Saints Church, the Library and a farm. Lesson experiences include learning in the outdoor area and Forest School, learning through play, visit from Zoo Lab and experiencing festivals and celebrations from a wide range of	Hooks in KS1 include Knight training day (Castles), playing Victorian games (Toymakers) and Pirate day (Treasure). Trips include visits to the local community, visits to All Saints Church, Chatham Docks and Hedingham castle. Lesson experiences include the use of drama to re-tell stories, practical science investigations such as 'The Jester's Suit of Armour' (Castles) and making and burning down their own model of London from the Great Fire of London (Fire! Fire!)	Hooks include a car exhibition on the school field (Top Gear), experiencing the inside of an Egyptian tomb created in the school hall (Tomb Raiders), a stone age survival experience in our outdoor areas (Stone Age Survival) and exploring a museum of gadgets from the past (Dragons Den). Trips include visits to the local area and All Saints Church, Chelmsford Cathedral and Colchester Castle. Lesson experiences include a visit and a phone call from real Antarctic Explorers, practical science investigations such as mummifying oranges	Hooks include an invitation to enrol at Hogwarts sent home and a Hogwarts School Sorting Hat ceremony, a visiting planetarium experience, A Blitz evening and a Victorian day experience. Trips include residential to Flatford (Year 5) and Hilltop (Year 6), Ingatestone Hall (Terrible Tudors), Maldon Military Museum (We'll meet again) and the Greek Orthodox Church. Lesson experiences include recreating natural disasters in our STEM area, a visit from the Essex Falconry Display Team, a visit from the Tudor Minstrels, astronaut	

	religions and cultures, such as tasting food.		and creating the digestive system, showcasing Mad Hats made in DT in a Hat Walk Show, recreating the Battle of Maldon on the Prom and pitching their own designs to a 'Dragons Den' panel.	training and recreating a Great Exhibition of their own designs.	
Have an awareness of their own well-being and how they can look after themselves	There are a huge number of opportunities for children to explore and develop their own well-being and many ways of providing this across the school. Children build good relationships with all adults and with each other through daily school life. Adults are continuously trained in Safeguarding and are therefore vigilant and proactive in recognising where children need support. We work closely with families in times of need and are approachable to both children and families. Children are well supported through SEND provision, Pupil Premium provision, the Pastoral provision and Young Carers. Children are encouraged to have times of quiet reflection through Collective Worship and through the use of the Prayer Garden. They are also encouraged to write prayers for the Prayer Tree and reflect on how friends have supported them by adding to a collection of 'hands'. They develop the ability to reflect on their own behaviour. Play leaders support children in the playground and Year 6 children support EYFS children through a buddy system. Children can also use the friendship bench to indicate to others that they need support, as well as receiving support from adults in the playground. They helped to zone the playground to ensure there were safe and happy areas and activities available for all children. Children are encouraged to be physically active. They all have 2 lessons of PE a week and have access to many clubs. Colchester United lead PE sessions across the phases and model and promote quality physical activity. In the summer they are encouraged to take part in the daily mile. They are also encouraged to recognise the importance of healthy eating through having a healthy break time snack, the catering team provide this in KS2 and EYFS/KS1 receive free fruit. All children learn about internet safety. They develop a sense of belonging to our school community and that of the local and wider world communities. They also develop approaches to self-reflecting in their own learning and independence in learning. Lessons provided are engaging, encouraging children to be creative, to explore and 'play'.				

	Becoming part of and confident in their new school environment. Visiting the local residents, delivering Christmas cards. Visiting All Saints Church and taking part in services. Recreating and exploring the local community, including the Church through role play and imaginative play. Learning to use the internet safely (People that help us). Beginning to evaluate their own learning through displaying their own work on their 'Cubby boards'. Learning to be more independent in their own needs.	Learning about and creating links with Central Park school and the Vinjeru school in Zambia. Visiting elderly residents near the school (Toymakers). Visiting the Church and taking part in services. Learning about e-safety and making e-safety posters (Explorers). Taking more of an active part in evaluating their own learning, using marking codes and 'faces' on their own work to indicate their level of confidence and understanding.	Continuing to develop friendship links with Central Park and Vinjeru and leading through International Ambassador role. Visiting the Church and Cathedral and taking part in services. Learning online safety across the computing curriculum through the Be an internet legend programme of lessons. Continue to self-reflect on own learning, learning to edit and improve their work and write own next steps. PSHE reflection booklet.	Continuing to develop friendship links with Central Park and Vinjeru and leading through International Ambassador role. Visiting the Church and taking a lead role in services and Collective Worship. Visiting elderly residents through the Up project. Learning online safety across the computing curriculum through the Be an internet legend programme of lessons. Continue to self-reflect on own learning, editing and writing next steps. Shine award.	
--	---	---	---	---	--

Becoming a life long learner	Children have many opportunities to become a life long learner across all the curriculum subject areas. Clubs, including lunch time clubs, give children opportunities to learn in their own time in a range of areas, including art, sport, music, times tables and cookery. Half termly enrichment homework also allows children to continue to explore and develop learning in areas of the topic they have started in school and this is shared and celebrated in school.				
	Seeing potential and possibilities - authors, artists, experts from the community (Zap, The Gruffalo and other stories, People that help us, Wings, Stings and Wiggly things).	Seeing potential and possibilities - local people, famous authors, pioneers and experts - (Explorers, Seaside Rescue, Giant, Mr Men come to Maldon).	Seeing potential and possibilities - local car experts (Top Gear), Antarctic explorer visit and phone call from the Antarctic (Antarctic Adventure), local heroes, authors, scientists and pioneers/experts (Tomb Raiders, Megastructures, Art in Nature, Imaginary worlds, Invaders and Settlers).	Shine Award Transition into secondary activities and experiences including a day in their new school. Seeing potential and possibilities - local artists/dancers, famous authors, scientists and pioneers/experts (Sun, Moon, Stars, On Tap, The Empire, We'll meet again, The Magic of Harry Potter).	