DCC Progression Frameworks - Early, First and Second Levels

Rationale

Dundee City Council's Progression Frameworks, at early, first and second level, provide a council-wide aid to practitioners in curriculum planning and assessment design.

They offer guidance on developing Broad General Education learning pathways within the primary curriculum, creating natural progression from nursery to secondary, and they support teachers to plan a learner journey/pathway.

The frameworks are designed to encourage pace and challenge across early, first and second levels, while accounting for breadth and depth within each curricular area, with a central focus on application of skills and knowledge in order to achieve the benchmarks.

Purpose

The frameworks are a tool to provide guidance for learning progression across the BGE through early, first and second levels. They should be used in conjunction with school planning, tracking and assessment approaches.

The frameworks have been designed with two purposes in mind:

- to inform teacher judgements about an individual learner's progression through each curricular area.
- to assist in the moderation of each curricular area for effective planning of learning, teaching and assessment.
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User Guidance

General Layout: (see Appendix 1)

The frameworks assist practitioners in creating a learner journey starting at the experience and outcome and ending at the achievement of the accompanying benchmark for that outcome.

- The experiences and outcomes have been categorised into primary and secondary organisers according to practitioner input.
- In order to reflect an individual learner's journey through primary school each experience and outcome is split to show the development of that skill from the beginning of the benchmark through to achievement of the benchmark.

Reading the Document: (see Appendix 2)

The frameworks include progression columns; two in the early level and three in first and second levels. These columns show standard progression for each stage of the primary school for the typical learner. It should be noted that not all learners in a class will be working in the same column.

The document is designed to be read:

- Horizontally: to chart a learner's journey through depth, challenge and application, whether that journey be linear or non-linear, particularly in areas such as science, social subjects and expressive arts where not all experiences and outcomes will be taught each year.
- Vertically: To plan moderation of learning, teaching and assessment, taking account of the breadth of the curricular area, and to build on previous experiences. In addition, this supports the planning for coherent interdisciplinary learning experiences by ensuring that pupils have the necessary skills to access all areas of the curriculum. It also helps teachers to plan application of skills in new and unfamiliar settings.

Appendix 1: General Layout

Primary Organiser:

This signposts the over-arching curricular topic.

Secondary Organiser:

This signposts the curricular sub-topics to reflect how DCC teaching staff have unpacked the experiences and outcomes.

Benchmarks:

The benchmarks define the end of a pathway. It is not necessary achieve all benchmarks to achieve a level but there should be no major gaps. Pupils can progress to the next level and any unmet benchmarks should be revisited.

SECOND LEVEL		LITERACY AND ENGLISH				
	xperiences and outcomes	Progression			Benchmarks
		2.1	2.2	2.3	
Organiser – Listening and Talking	Tools for listening and talking	**When engaging with others I can/am able to:**	**When engaging with others I can/am able to:**	**When engaging with others I can/am able to:**	
	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a	• Begin to contribute my ideas & opinions when I am listening. • With support, show that I value the views of others by sharing my viewpoint respectfully.	• Contribute increasingly relevant ideas, information & opinions to develop a group discussion. • Show that I value the views of others by sharing my viewpoint respectfully.	• Contribute relevant information, ideas & opinions when engaging in different group discussion situations. • Show that I value the contributions & views of others by sharing & justifying my viewpoint respectfully.	• ***Contributes a number of relevant ideas, information and opinions when engaging with others.*** • ***Shows respect for the views of others and offers own viewpoint.***
	I can recognise how the features of spoken language can help in communication and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a	• With support, begin to develop my thinking by asking questions which clarify or build on what others are saying. e.g. using Voice21 Talking Roles • With support demonstrate my attention & willingness to take part in discussion using eye contact & body language. • Use eye contact & body language appropriately when talking to an audience. • Speak at an appropriate volume & pace to communicate things I have learned. • With support, choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	• Develop my thinking by asking questions which clarify or build on what others are saying e.g. can re-tell what was said. • Demonstrate my attention & willingness to take part in discussion using appropriate eye contact & body language. e.g. using Voice21 Oracy Framework • Talk about & explore how eye contact & body language helps a speaker to interest & engage their audience. • Speak at an appropriate volume & pace, beginning to use tone & emphasis to communicate things I have learned. • Begin to independently choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	• Develop my thinking by asking questions which clarify or build on what others are saying e.g. can re-tell & paraphrase • Demonstrate my attention & willingness to take part in discussion using my non-verbal skills & by re-telling or paraphrasing what others have said. • Recognise appropriate volume, pace, tone & emphasis when listening to others & use these tools when talking or presenting • Begin to give appropriate & constructive feedback to others about their non-verbal communication. • Choose & use different features of language to help me engage or influence my listeners or audience. when I speak or present for different purposes across my learning	• ***Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.*** • ***Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.*** • Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

Experiences and Outcomes:

Experiences and outcomes should be bundled to ensure coverage across the year.

Progression Columns:

The central columns detail 'I can' statements that exemplify a learner's progress towards the level. These can be followed linear and non-linear, horizontally and vertically. Progression should be built on previous learning.

Appendix 2: Reading the Document

Learners progress along a pathway for each learning area or skills set. This journey can be linear or non-linear, depending on the individual.

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EXPERIENCES AND OUTCOMES	PROGRESSION 1.1	1.2	1.3	BENCHMARKS
By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. **SCN 1-07a**	I can/am able to: • I can identify when I use pushing and pulling forces when playing with toys or other objects. • I can sort toys and objects accordingly to pushes and pulls. • I can describe how a force can make an object move faster or slower, change its direction, or change its shape.	I can/am able to: • I can explain that pushing harder or pulling harder increases the force. • I can explore how pushes and pulls can move objects. • I can recognise that a push or pull changes the speed of an object. • I can explain how twisting, turning, bending and stretching are forces which can cause change of shape e.g. elastic band. • I can describe how the movement of an object is affected by the size of the force or the size of the object.	I can/am able to: • I can predict how a force can change an object's shape e.g. play dough. • I can explain that different sizes of forces produce different changes in speed and/or direction e.g. hitting a ball • I can explain that different sizes of forces stop a moving object. • I can explain that if forces are equal (balanced) there is no movement • I can explain that the size of force required to move an object depends on the size, shape and mass of the object.	Predicts and then investigates how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces. Investigates balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.
	Key Words and Phrases magnet, magnetic, non-magnetic, push, pull, force, attract, repel, pole, strength.			
By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. **SCN 1-08a**	I can/am able to: • I can observe magnets attracting magnetic materials. • I can use a magnet to identify magnetic and non-magnetic materials. • I can identify that this attraction indicates a force.	I can/am able to: • I can demonstrate that magnets have north and south poles. • I can explain that not all metals are magnetic and can give examples.	I can/am able to: • I can describe how magnets exert a force that can attract or repel. • I can explain that this force does not require contact between the magnet and the metal.	Reports in writing, visually, orally how magnets exert a non-contact force on each other and attract certain materials. Demonstrates through practical activities that like

Key Vocabulary/Phrases

Some of the frameworks contain key vocabulary that should be taught with the experience and outcome.

Early Level
Has two columns, E.1 which exemplifies a typical learner at the beginning of P1 and E.2 at the end of P1.

First Level
Has three columns, 1.1 which exemplifies a typical learner in P2, 1.2 P3 and 1.3 P4.

Second Level
Has three columns, 2.1 which exemplifies a typical learner in P5, 2.2 P6 and 2.3 P7.

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Digital Literacy	Use Digital Products and Services	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
		I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. **TCH 0-01a**	I can/am able to: • Name different types of technology. • Drag and drop in order to move a virtual object on a screen. • Use technology to sort items into a group. • Use the pencil, eraser and rubber stamps in software package (ie. Kidpix, Tuxpaint) • Use the line, rectangle and oval tools in software package (ie. Kidpix, Tuxpaint)is added or taken away.	I can/am able to: • Identifies a number of icons. • Use a pointing device to move the pointer to select objects on the screen. • Locate and load an application. • Use the cross symbol to close applications. • Use the keyboard – shift, enter/return, delete, arrow keys, backspace and the spacebar • Use undo in software package (ie. Kidpix, Tuxpaint) • Create a pattern in software package (ie. Kidpix, Tuxpaint) • Create a picture in software package (ie. Kidpix, Tuxpaint)	I can/am able to: • Names the parts of a piece of technology • Is beginning to identify some aspects of a piece of technology i.e. home screen, volume etc. • Single click and double click the mouse in order to access applications and features. • Log on to a computer using a username and password. • Log off a computer correctly. • Type words, numbers and a sentence. • Begin to use two hands when using the keyboard.	Recognises different types of digital technology. *Innovation - Curiosity* Identifies the key components of different types of digital technology. *Innovation – Sense Making* Logs on to a preferred device with a given password. *Self-Management - Initiative* Identifies icons for different applications. *Innovation – Critical Thinking* Opens and close a pre-saved file. Identifies and consistently use the close icon. *Self-Management - Focussing* Uses digital technologies in a responsible way and with appropriate care. *Self- Management - Initiative*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Digital Literacy	Searching, Processing & Managing Information	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
		I can use digital technologies to explore how to search and find information. TCH 0-02a	I can/am able to: ● Can explain what a search engine is and what can be found on there.	I can/am able to: ● Can identify how to get to the search engine icon ● Understands technology can be used to find information via text, video, audio or images.	I can/am able to: ● Can search for a topic with help. ● Use key words to search for information ● Can explain why they should ask for permission before using a resource.	Identifies and uses images and key words when searching for specific information. *Self-Management – Focusing* Demonstrates an understanding of how information can be found on websites as text, audio, images and video. *Innovation - Creativity* Demonstrates an understanding of how they should not use materials owned by others without permission. *Social Intelligence - Collaborating*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

	onResponsibly					

Digital Lit	Cyber Resili	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

eracy	ence&InternetSafety	I can explore, play and communicate using digital technologies safely and securely. **TCH 0-03a**	I can/am able to: • Be aware of the dangers of wires/plugs etc when using technology.	I can/am able to: • Understand how to prevent a piece of technology from being damaged. • Understand the importance of a password or electronic fob in order to protect people and information.	I can/am able to: • Check with an adult what to do when messages pop up on the screen. • Is beginning to understand appropriate language and content that they should use or access when online. • Use appropriate websites to promote safe and acceptable use of the internet (eg. Childnet resources)	Demonstrates an understanding of appropriate behaviour and language in the digital environment. *Social Intelligence - Feeling* Demonstrates an understanding of the importance of passwords and passcodes for example access to school building. *Social Intelligence - Collaborating*

Foodand	FoodandT	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Textile	textile	I enjoy exploring and working with foods in different contexts TCH 0-04a	I can/am able to: ● Make a food product. ● Know that I have to wash my hands.	I can/am able to: ● Use knives safely to cut food (with help) ● Use a mixing bowl to prepare mixture.	I can/am able to: ● Wash my hands and keep work surfaces clean when preparing food. ● Use a range of techniques to prepare foods i.e. peeling, slicing, mixing and spreading.	Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. *Innovation - Curiosity*
		I enjoy experimenting with a range of textiles TCH 0-04b	● Describe textiles by the way they feel. ● Make a product from textiles ● Describe how a product works.	● Can use one or two textiles to create a simple piece of work. ● Use given or selected resources and processes to carry out a task safely. ● Reuse/recycle materials ● Investigate and describe how a variety of materials can be used or changed for specific purposes.	● Can use a variety of textiles to create a simple piece of work. ● Create and develop using a variety of techniques in making things. ● Measure, mark out and cut fabric ● Make sure my work is neat and tidy ● Know how textiles can be used to make products ● Alter a textile to make it stronger ● Begin to assess risk through using given resources and processes to carry out a task safely.	Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing, *Innovation - Creativity*
		I can share their thoughts with others to help further develop ideas and solve problems. TCH 0-04c	● I can talk about my own work	● I can talk about my own and other's work.	● Ask questions, experiment and solve problems.	Explores and identifies at least two ideas by using given resources to solve the problem *Innovation – Curiosity*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

				• Select an appropriate solution from a range of options.	• Give more than one solution to a problem.	Selects an appropriate solution. *Innovation – Sense Making*

Technol	Awarene	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Technological Developments in Society & Business	Technological Developments	I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-05a	I can/am able to: ● Identify pieces of technology in the school. ● Begin to use basic technologies to complete a task with support.	I can/am able to: ● Identify pieces of technology used at home. ● Describe some everyday needs and the things that are made to meet these. ● Independently use basic technologies to complete a task.	I can/am able to: ● Identify pieces of technology used in different jobs. ● Sort pieces of technology into two groups 'Electrical and Non-Electrical' ● Recognise some familiar products; say what they are for and what they are made from. Say when they have used these. ● Become more aware of and increase the use of a wide variety of Technology.	Discusses times when they have used different technologies. *Social Intelligence - Communicating*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Technological Developments in Society	Impact, Contribution & Relations	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
		To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a I understand how local shops and services use technologies to provide us with what we need and want in our daily lives. TCH 0-07	I can/am able to: ● Divide items into recycling groups: plastics, tins, paper, food etc ● Gives examples of technology that can be used in the workplace	I can/am able to: ● Divide items into recycling groups: plastics, tins, paper, food etc. ● Identify ways to conserve everyday materials/technology in school and at home. ● Identify the recycling symbol. ● Gives examples of who uses this technology in the workplace	I can/am able to: ● Make informed choices and decisions about recycling and the use of resources. ● Show awareness of the need to conserve materials. ● Begin to evaluate environmental issues by showing awareness of the need to recycle materials. ● Describe environment and suggest improvements. ● Gives examples of how these people would use these technologies in the workplace.	Understands what can be reduced, re-used and recycled. *Innovation – Critical Thinking* Gives examples of how people (for example police, fire, healthcare) who help us use technologies in their everyday work. *Social Intelligence - Communicating*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

ty&Business	hipofTechnologiesonBusiness,Economy,Po					

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

	Ethics&Environment					

Craft,Design,Engin	Design&Constructi	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

e e r i n g & G r a p h i c s	n g M o d e l s / P r o d u c t s	I explore ways to design and construct models. TCH 0-09a	I can/am able to: ● Make a number of structures using a range of different materials. ● Think of ideas and, with help, put them into practice.	I can/am able to: ● Apply ideas and suggestions to try out possible solutions to a brief practical task. ● Identify the correct types of tools needed and use them safely.	I can/am able to: ● Talk about possible design criteria. ● Think creatively and independently while carrying out tasks. ● Use a range of materials and tools to construct a model. ● Make a product that moves using a turning mechanism (eg. wheels, winding) or lever or hinge (to make a movement)	Builds models using different materials eg. junk modelling, wooden blocks *Innovation - Creativity* Uses tools and materials (paper, card, wood, plastic) to create models. *Innovation - Creativity*

C r a f t ,	E x p l o r	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Design, Engineering & Graphics	ing Uses of Materials	I explore everyday materials in the creation of pictures/models/concepts TCH 0-10	I can/am able to: ● Know the features of familiar products. ● Suggest uses for different resources. ● Describe the materials I have used to make my structure	I can/am able to: ● Use pictures to describe what I want to do. ● Describe the properties of the materials I have used.	I can/am able to: ● Show awareness of any specific requirements within the design criteria. ● I can measure and mark out the materials I need for my structure ●	Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light *Innovation – Sense Making* Uses a range of materials when creating pictures/models/concepts *Innovation - Creativity* Identifies when a material is suitable or not for specific function or task. *Self-Management - Focussing* .

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Craft, Design, Engineering & Graphics	Representing Ideas, Concepts & Products Using Graphi	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
		I explore and discover different ways of representing ideas in imaginative ways. TCH 0-11a	I can/am able to: ● Talk about my own work ● Identify 2d shapes.	I can/am able to: ● Use observation skills and an increased awareness of the learning process. ● Explore how moving objects work. ● Use a 2d shape to represent an idea.	I can/am able to: ● Self and peer assess work against a given criteria. ● Explore wheels, axels, turning mechanisms ● Discover how to make materials for my structure stronger by folding, joining or rolling ● Explain to others what my shape represents.	Uses a range of materials(natural and man-made) and resources to create pictures. *Innovation - Creativity* Shares ideas with others. *Social Intelligence – Leading* Recognise 2D shapes and how they can be used to visually represent ideas/concepts. *Innovation – Critical Thinking*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

	Media					

		EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
Craft, Design, Engineering & Graphics	Application of Engineering	I explore a variety of products covering a range of engineering disciplines. TCH 0-12a	I can/am able to: • Know what an engineer does.	I can/am able to: • Know what tools an engineer uses.	I can/am able to: • Identify examples of engineering in a real world context.	Recognises engineering in the world around them for example bridges, construction, electronics, computers. *Innovation – Sense Making*

		EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
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DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

puting Science	rstanding the World Through Computational Thinking	I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information. TCH 0-13a	I can/am able to: ● Follow a set of basic instructions i.e. washing hands etc ● Group items by shape, letter, colour etc.	I can/am able to: ● Identify similarities and differences between objects or information.	I can/am able to: ● Follow daily procedures i.e. hanging up jacket, emptying bag etc. ● Follow direction to begin and complete a task independently. ● Create a set of oral instructions.	Identifies and sequences the main steps in an everyday task to create instructions/an algorithm for example, washing hands. *Innovation – Sense Making* Classifies objects and groups them into simple categories for examples, groups toy bricks according to colour. *Self-Management - Focussing* Identifies patterns, similarities and differences in objects or information such as colour, size and temperature and simple relationships between them. *Innovation – Sense Making*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

Computing Science	Understanding & Analysing Computer Technology	EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
		I understand that sequences of instructions are used to control computing technology. TCH 0-14a	I can/am able to: ● Understand and use navigation terms – up, down, left, right, forwards and backwards.	I can/am able to: ● Give and follow commands to navigate myself, others or programmable toys, using arrow-based commands.	I can/am able to: ● Plan, generate and follow a sequence of commands to complete a given task. ● Make predictions when controlling a device and describe what will happen. ● Change my commands to make improvements.	Demonstrates an understanding of how symbols can represent process and information. *Innovation – Critical Thinking* Predicts what a device or person will do when presented with a sequence of instructions for example, arrows drawn on paper. *Innovation - Curiosity*
		I can experiment with and identify uses of a range of computing technology in the world around me. TCH 0-14b	● Know the term computer. ● Explain some of the basic functions of a computer.	● Identify pieces of technology that contain a computer.	● Explain the need for computers and how they help us in our daily lives.	Identifies computing devices in the world (including those hidden in appliances and objects such as automatic doors). *Innovation - Creativity*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

		EXPERIENCES AND OUTCOMES	PROGRESSION			BENCHMARKS
			0.1	0.2	0.3	
Computing Science	Design, Building & Testing Computing Solutions	I can develop a sequence of instructions and run them using programmable devices or equivalent TCH 0-15a	I can/am able to: ● Verbalises a set of instructions for a simple task.	I can/am able to: ● Designs a sequence of instructions eg. Simple 'Forwards' or set of arrows.	I can/am able to: ● Programmes this into simple programmable device eg. Cod-a-pillar or Beebot. ● Identifies errors in a set of instructions for task.	Designs a simple sequence of instructions/algorithm for programmable device to carry out a task for example, directional instructions: forwards/backwards. *Innovation - Creativity* Identifies and corrects errors in a set of instructions. *Innovation - Curiosity*

DUNDEE TECHNOLOGIES PROGRESSION FRAMEWORK – EARLY LEVEL

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