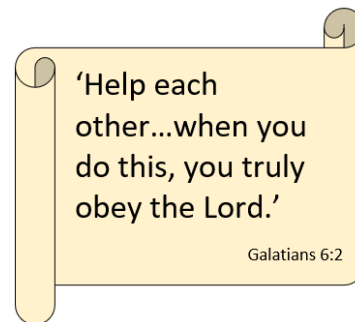
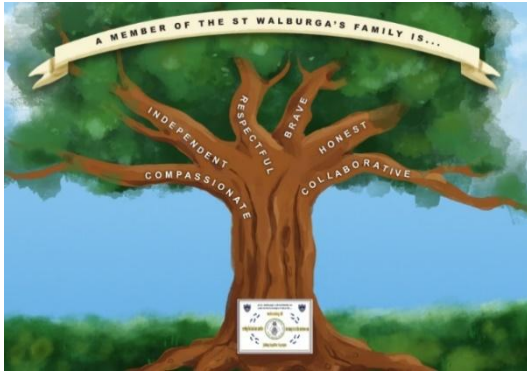




St Walburga's Catholic Primary School



Collaborative Progression Map



At St Walburga's Catholic Primary School, we teach our children to be collaborative, providing them with opportunities to work with others in their own class as well as across the school. Being collaborative means working together on a shared focus; this could be to achieve a task or working towards a shared vision.

We are all part of God's family and, as such, encourage our children to work collaboratively to care for and protect the world that God has created. We provide opportunities for our children to work together to raise money for those in need, as well as creating shared prayer times.

We use Prayer Buddy Celebration of the Word time to highlight the value 'Collaborative', encouraging children to reflect on the teachings they have heard and consider how they can link this to their own lives and the lives of others.

EYFS



The Wedding at Cana

- I can achieve a shared goal, e.g., finishing a puzzle or building a tower together.
- I can share resources, with some prompting.
- I am beginning to take turns when working as part of a group.
- I can effectively communicate my thoughts/ideas to my teacher or friend.
- I listen to my teacher or friend.
- When conflict arises, I am beginning to find a resolution, with support.
- **I look after others as brothers and sisters of God's family.**

Year 1



The teachings of the Saints

- I am beginning to work as part of a group to achieve a shared goal.
- I am beginning to work effectively with my learning partner on tasks.
- I can effectively communicate my ideas when part of a small group.
- I share resources and equipment.
- I can resolve conflict with growing independence.
- **I can look after others in my community.**

Year 2



The stories of
the Rosary

- I can effectively work within a group to complete a task, taking turns and listening to the ideas of others.
- I work effectively with different learning partners in the classroom.
- I am beginning to offer help to my learning partner during lessons.
- I can resolve conflict independently.
- I can say some things I can do to help others in my local area.
- **I know how my community needs me.**

Year 3



Zacchaeus

- I can confidently work within different groups to complete a task across all subjects.
- I support my learning partner during lessons, even when not prompted to do so.
- I recognise when conflict needs resolving and am beginning to support others in achieving this.
- I can say some things I can do to help others across the world.
- **I know what makes a community.**

Year 4



Mary and Martha

- I recognise when my learning partner needs support and when they can work independently, acting accordingly.
- I can support others in resolving conflict.
- I can begin to prioritise how can I can help others.
- **I know who is in my community.**

Year 5



Pilgrimage

- I can identify ways to help others in our world and am beginning to act on these suggestions.
- I can make decisions based on the best interests of others.
- I am beginning to adapt my communication depending on the needs/age of children I am working with.
- I can use social media groups safely and respectfully.
- **I can help to build up my community.**

Year 6



The example of Mary

- I am an active member of God's family by identifying and carrying out actions to help others in the world.
- I can work effectively with all different children in my class, adapting my language to suit the needs of others.
- I can work with adults in school to achieve a shared goal, e.g., fundraising.
- I model our school values to younger children.
- I can use social media groups safely and respectfully and can encourage others to do the same.
- **I can help to build up God's Kingdom.**