The Oak Partnership

Primary SEND Curriculum

2024-26

The Oak Partnership

Contents

Curriculum Intent 2024-26

- The curriculum design is focused around four Curriculum Streams that link to developmental ages and stages. These streams are titled; Exploratory, Developing, Broadening and Blended;
- Learners in all streams have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy;
- Curriculum is designed to provide our learners with sufficient opportunities for them to achieve their full potential. This is done through our Cultural Capital offer which provides tiered and bespoke opportunities to access the world around them and broaden their experiences;
- Our curriculums supports learners to develop their independence, develop creativity and intellectual curiosity, be active rather than passive, work out their own solutions rather than being told what to think or do and to act and peruse their own investigations;
- Play acts as a fundamental and visible part of our curriculum implementation. We strive to ensure that childhood is filled with opportunities for fun, laughter, learning new things, interacting with others and making memories; our multi-sensory approach provides all learners with the opportunity to feel, develop and learn through active engagement on multiple levels.
- The desired impact is to prepare our learners for their future life outside of school. Independence is our 'golden thread' that runs throughout the curriculum's implementation. This includes a focus on building learners' communication skills needed to make requests, communicate with peers and comment on what is happening around them;
- The curriculum is designed to inspire curiosity and lay the foundations for a fulfilling life both now and beyond school. It is personalised to each learner and incorporates their interests to provide the highest level of engagement. Cross-curricular topics provide a vehicle for subject specific delivery.
- Learners' EHCP targets are taught alongside their academic provision and ensure their needs are being met to the highest level possible;

- The curriculum progression has sequences of skills and knowledge that encapsulates both the planned and unplanned curriculum that builds of prior learning and enables us to show progress over time;
- Our curriculum approach meets the needs of all within our community, promoting the balance of rigger and flexibility to focus holistically on what is best for our learners at any one moment in time;
- There is a strong focus on relationships built with trusted adults as well as with peers. There is an understanding that without these relationships the curriculum would be inaccessible and be less impactful. The trusting relationships built allow learners the security they need in order to interact with all elements of the curriculum, take risks, pursue their interests, learn and be challenged.

Curriculum Design

As a special school, it is crucial for our curriculum to cover therapeutic needs alongside typical curriculum subjects. The four key aspects are:

FUNDAMENTAL	The fundamental areas of curriculum ensure we develop the whole learner. These areas are prioritised and encompass the personalised therapeutic and developmental needs of our learners working towards the long term goals and provision identified in their EHCPs.
DOMAINS	Our curriculum domains each have a set of skills which inform teachers' planning. These domains are taught through a rolling programme of topics, both discretely and through a cross curricular, topic based approach.
ACCESS	To ensure the curriculum is accessible to all of our learners, it is delivered with the understanding that all sensory and communication needs are met. It is also important to consider individual learning preferences and ensure that suitable resources and equipment are used.
GOLDEN THREAD	Independence is entwined through everything that we do as our 'golden thread'. This is multifaceted and includes both preparing learners for their next steps in life as well as independent skills for learning, such as resilience and perseverance.

Every aspect of our curriculum is designed to be flexible at every level and easily personalized to meet the needs of every learner. This flexibility is demonstrated on the continuum below. Within this, continuum learners are not static and can move in either direction for periods of time depending on their needs.
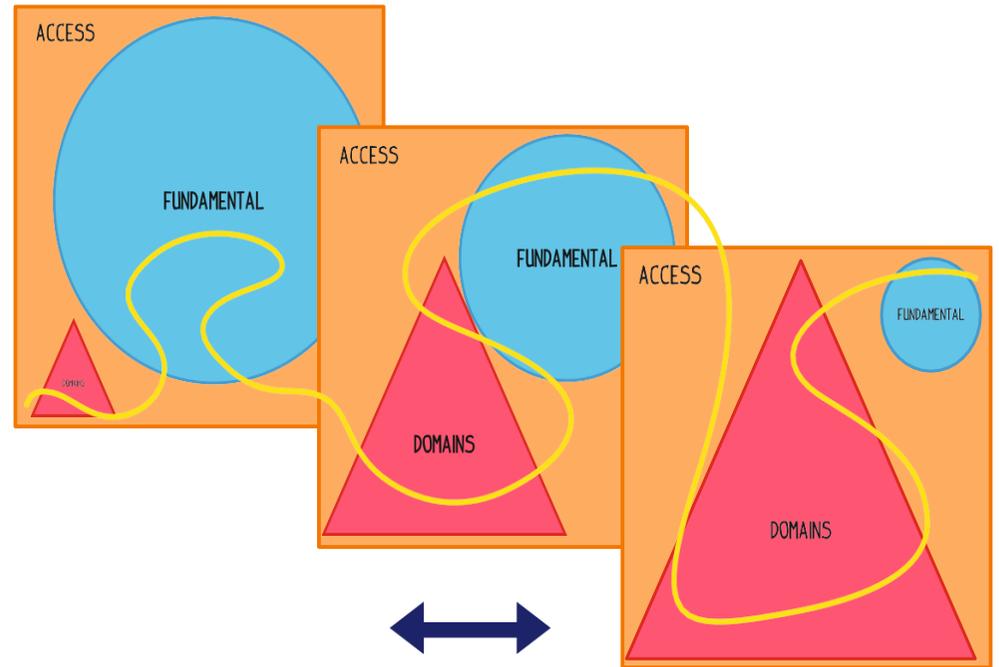
Curriculum Design Principles
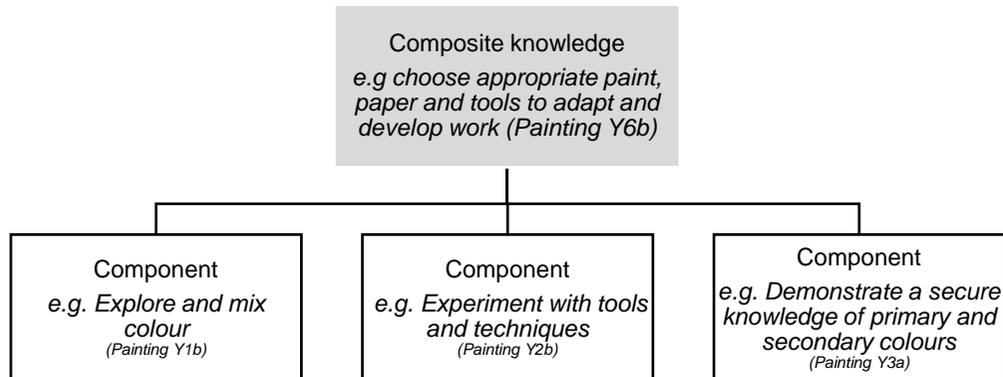
Content Selection and Sequencing

Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

The progressions of skills and knowledge in each Domain are based on the theory of building composite knowledge from smaller components.

Composite and Components Model

Components: The building blocks of knowledge and skills that, when secure, allows all pupils to tackle tasks that are more complex.

Composite: Complex knowledge, skills and ideas in our Curriculum that are formed by learning smaller building blocks.

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                    ┌─────────────────────────┐
                    │   Composite knowledge   │
                    │ e.g choose appropriate  │
                    │  paint, paper and tools │
                    │   to adapt and develop  │
                    │   work (Painting Y6b)   │
                    └─────────────────────────┘
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Component	Component	Component
e.g. Explore and mix colour (Painting Y1b)	*e.g. Experiment with tools and techniques* (Painting Y2b)	*e.g. Demonstrate a secure knowledge of primary and secondary colours* (Painting Y3a)

SPECIAL Curriculum

The SPECIAL curriculum provides meaningful life skills to enrich our learner experience and better prepare them for life beyond school. The skills do not represent a hierarchy, each learner will work on the areas that are most pertinent to them and therefore, able to develop their own unique skills profile.

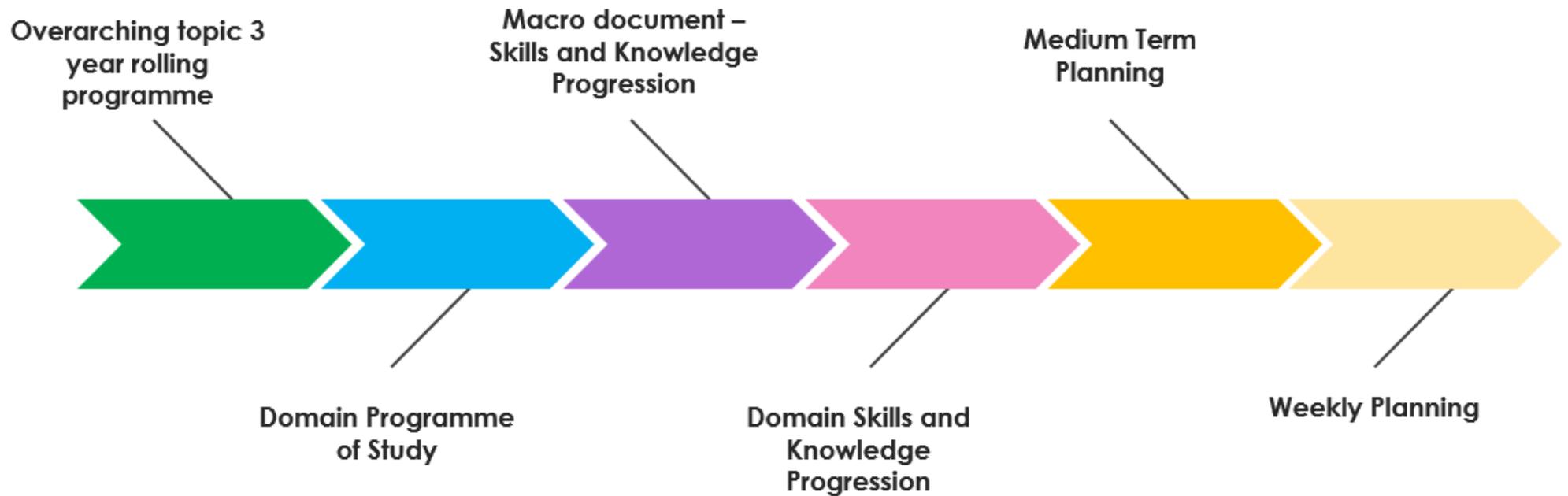The SPECIAL curriculum provides an alternative framework for teachers to support learners outside of the Domain specific curriculum content and celebrate progress and achievements. This links to our 'Every Moment Matters' approach to celebrating small incremental steps of progress which may not otherwise be recognised through other curriculum frameworks.

S SUPPORTIVE **P** PERSONALISED **E** EMPOWERING **C** CREATIVE **I** INSPIRATIONAL **A** ASPIRATIONAL **L** LIFELONG LEARNING

SUPPORTIVE	Our curriculum is taught in a carefully scaffolded and responsive way. Learners are helped to identify their destination and then supported to work towards their individual goals. Staff are well versed in the Selworthy Levels of Support which allow learners to refine a skill and embed what they have learnt.
PERSONALISED	Every learner has a carefully tailored curriculum that is aligned to their interests and abilities. This is clearly documented and communicated to families and takes into account what individuals need both within and beyond school.
EMPOWERING	Learners are enabled to feel special and celebrated at every opportunity. They are given the power to make choices and influence their life in school. Our rich and diverse curriculum focuses on their personal interests, playfulness and celebration. This fosters their sense of self and the belief that anything is possible.
CREATIVE	All elements of the curriculum are delivered in unique and innovative ways to ensure maximum impact. We utilise every space as a possible learning opportunity. Learners are given regular opportunities to express themselves creatively; particularly through performance and the arts.
INSPIRATIONAL	Our curriculum is built in to instigate awe and wonder in our learners on an everyday basis and ignite their interest. Through WOW days/weeks we are able to explore topics further and provide immersive experiences with a specific purpose. Our aim is that learning is always the highlight of every school day for our learners.
ASPIRATIONAL	Through celebration of their achievements, learners are instilled with the belief that they can achieve anything. We constantly challenge and support them and their families to strive for their next goal. We explore the world of work through careers education and valid work experience to prepare our learners effectively so they can lead a purposeful and meaningful life beyond Selworthy.
LIFELONG LEARNING	Independence is the golden thread running through our entire curriculum. Preparing our learners for their future begins at the earliest ages through the development of positive behaviours for learning such as perseverance and resilience. As learners get older we introduce explicit teaching of life skills and greater integration and participation in the local community and access and interaction with a range of positive adult and peer role models.

Curriculum Construction

The Curriculum is constructed around 6 key documents that teachers use to plan and deliver lessons. These documents are sequential and will be demonstrated throughout this document. They support teaching staff's understanding of what content to deliver and what times throughout the year to ensure high quality curriculum provision and appropriate coverage.

Overarching topic 3 year rolling programme

Macro document – Skills and Knowledge Progression

Medium Term Planning

Domain Programme of Study

Domain Skills and Knowledge Progression

Weekly Planning

Curriculum Streams

Learners have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy. Learners are taught through an approach that places them at the heart of everything we do and that recognises repetition and over-teaching are fundamental to learning. Flexible sessions allow staff to work contingently upon learner's responses and to accommodate the mood and health levels of all learners.

	Exploratory Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Intent	• Learners will use play as a vehicle for learning. • Learners will find out about themselves and the world around them through a multi-sensory approach. • Topics provide a theme/context for multisensory delivery of fundamental skills, this supports our learners to develop their first skills for learning and skills for life. • Learners begin to explore how to communicate their wants and needs.	• Learners will use play as a vehicle for learning. • Learners will develop an awareness of their impact on the world around them through cause and effect activities. • Learners will begin to participate in shared play and experience turn taking with adults and peers. • Learners will begin to access domain specific lessons.	• Learners will explore increasingly abstract concepts. • Learners will form ideas based on prior learning and begin to transfer learning to new situations and scenarios. • Learners will use their life skills to predict outcomes and solve problems. • Learners will make links between what they know, experimenting and extending their knowledge of the world and themselves. This will build their disciplinary knowledge. • Learners will widen their range of social communication.	• Learners will use specific knowledge and apply it to a variety of scenarios and learning opportunities depending on their areas of strength. • Learners will understand the curricula content they are learning, how and when to apply it. • Learners will build substantive knowledge in their area of strength, using a range of techniques to demonstrate understanding. • Learners will begin to transfer skills.
Implementation	• Experiences and concrete interactions • Using senses • Manipulation of objects • Developing interests • Eliciting responses • Giving a voice • Control and choice • Therapies • Physical awareness and movement • Resilience • A thematic approach	• Introduction to specific domains. • Development of memory and imagination • Understanding things symbolically. • The concept of Now and Next • Exploring own attitudes and attributes • Developing skills, knowledge and understanding • Expressing opinions and feelings • Simple problem solving	• Domain specific • Deeper understanding of fundamental concepts • Developing awareness of external events, and beginning to understand that not everyone shares their thoughts, beliefs, or feelings	• Domain knowledge of logic to solve problems • Planning for the future • Application of skills, knowledge and understanding • Understanding feelings other than their own • Becoming less egocentric • Increased awareness of external events • Inference • Proficiency in knowledge.

	• Underpinned by EHCP and therapy targets			
Golden thread of independence	To support our learners to develop their independence, develop creativity and intellectual curiosity, be active rather than passive, work out their own solutions rather than being told what to think or do and to act and peruse their own investigations. Learners exploring for themselves is at the very core of their learning experience. We want our learners to know when they need support and know how to get that support. Our challenge is to prepare each learner that steps throughout our doorway as best we can for life outside and beyond school. Developing life skills allowing all our learners the opportunity to access their classroom, campus and community.			

Exploratory Curriculum Offer

At Selworthy, we have a number of learners with very complex learning, physical, sensory and medical needs. They require a high level of adult support for all of their learning and personal care. It is our intent that these learners have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy. The learning needs of our learners working in the Exploratory Curriculum are best met through an approach that places them at the heart of everything we do and that recognises that repetition and over-teaching is fundamental to learning.

For learners who are at the very early stages of development, it is appropriate for them to access a more focused curriculum starting with their individual needs rather than a subject-specific curriculum written for typically developing children.

Our Exploratory curriculum is underpinned by the learners' individual EHCP and therapy targets and the First Skills for Learning assessment framework. In line with the rest of the school, our Exploratory curriculum follows a thematic approach, with an overarching topic for each half term. Where appropriate, this may link to the EYFS or curriculum domain areas but with the freedom to explore a person-centred approach to learning and development. Sessions are deliberately flexible to allow staff to work contingently upon learner's responses and to accommodate the mood, health and fatigue levels of the learners.

As learners move through the school, they will be exposed to a progression of opportunities, driven by the 3 Cs of classroom, campus and community. Learners in the EYFS will focus predominantly on the classroom, developing their transition skills within their immediate environment. In the primary phase, learners will focus on their classroom and build up to transitioning throughout the campus when they are ready to transition to the community.

For this cohort of learners, retention and transference of skills can be measured in a number of ways, including against their individual EHCP targets and the First Skills for Learning framework on Evidence for Learning and against any other individual therapy targets. As progress is often seen in very small increments, the use of the Engagement Model indicators track engagement.

EYFS Curriculum

The Early Years Foundation Stage (EYFS) within our SPECIAL curriculum is driven by promoting learner independence, autonomy and self-regulation. Engagement with the EYFS curriculum improves learners lives as it provides them with key skills required.

We follow the curriculum as outlined in the 2022 statutory framework of the EYFS.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

Practitioners recognise each individual's prior learning, individual needs, and scaffolds that are required to support learners to overcome barriers. Providing access to an engaging, relevant, and varied curriculum.

The 'Cultural Capital' within the curriculum will provide our learners with a wide range of experiences and can open up new interests and skills. Cultural Capital focuses on providing opportunities for our learners to increase their independence and develop their own interests. Through our interactions with the world we make it understandable and accessible.

Throughout the EYFS all learners will develop their communication, language and attention skills. They will be supported to have an understanding of key learning concepts such as to "look" and to "listen" through the use of clear simple language and visual support.

Teaching our learners, the skill to transition is an area of development that is embedded within our EYFS. Learners are taught this skill through a structured and systematic approach and this is of upmost importance to developing the learners' independence and autonomy.

3 Year Rolling Topic Programme

	Autumn		Spring		Summer	
Year 1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	All About Me	Toys and Games	Travel and Transport	Dinosaur Planet	Animations & Cartoons	Eco, Recycling and the environment
	Autumn		**Spring**		**Summer**	
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	All About Me	Frozen Kingdom	Superheroes	Town and Country	Carnival of the Animals	Land and Sea
	Autumn		**Spring**		**Summer**	
Year 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	All About Me	Towers, Tunnels and Turrets	Bright Lights, Big City	Tribal Tales	To Infinity and Beyond	Wild World

Science

Science

Science is a part of everyday life and it explains; the world around us, our senses, how our bodies work, how to stay healthy and the many living things which we share our planet with. The ultimate aim of Science is to develop greater thinking skills, to encourage our learners to question and discover cause and effect and to not accept anything as it is. Throughout the teaching of Science at Selworthy, our learners develop an understanding of themselves and the world around them, which in turn increases independence for later in life.

Engagement will be in varying levels, depending on the needs of the learner. This could be by showing an increased interest or having greater attention to showing an understanding of inquiry and understanding. By having access to a range of practical, real life learning opportunities, our learners can apply their scientific knowledge and skills to their everyday lives from how to live healthily to how to care for living things.

Science is taught through the whole school over-arching topics, where appropriate, and through the encouragement to work scientifically both through play and investigation. The content focuses on the skills and information needed to aid an independent life.

The expectation in science will vary depending on whether the learners are working on the Exploratory, Developing, Broadening or Blended curriculums. Within a science lesson within the Exploratory curriculum, learning is promoted through play. Both play and sensory experiences are used as a vehicle to develop early problem solving skills and the development of curiosity. In a class working on the Developing curriculum, they will learn exploratory skills, be encouraged to begin to enquire and develop scientific thinking as pre cursers to the knowledge of subject content. Learners are given structured experiences to develop these skills. Whereas, learners working within the Broadening curriculum are encouraged to work scientifically, observe, question and conduct investigations for answers. Learners working within the Blended curriculum, build on the previous skills and cover National Curriculum content from the TOP Curriculum.

Some scientific areas such as seasons and weather are covered daily through our interactions with the outside world. This may be through recognising what clothing is needed for the weather to identifying changes to the environment through the cycle of seasons. Some chemistry lessons use school-based symbols as a precursor to scientific symbols. These will be offered as a natural progression through a learner's journey through chemistry.

The Science Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Science Programme of Study

| One year programme science units					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Biology: Human Bodies, growth and life cycle	Chemistry: Materials – variety and suitability	Physics: Senses including, Light and Dark and Sound	Physics: Friction, forces and electricity	Chemistry: experiments	Biology: All living things, their variations and their habitats

Science Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Biology: Human Bodies, growth and life cycle	**Indicate different body parts** 1. Point to different body parts through song 2. Touch a named body part 3. Touch a named photo/symbol of a body part **Recognise adults and their young** • Match a mammal adult to its corresponding young. • Sort photographs of humans into children and adults.	**Name body parts using words, symbols, photos** 1. Match photos of body parts to their own or an image of a body 2. Use symbols and/or words to name the different body parts **Compare fully grown adults with their young** 1. Put pictures in order from babies to adults 2. Match key characteristics to each stage of human development 3. Compare what is the same and what is different at different stages of human development	**Name, draw and label basic parts of the human body** 1. Name basic body parts confidently 2. Use pictures of basic body parts in correct places e.g. pictures of ears placed on the side of a blank face 3. Label parts of the human body 4. Draw external body parts in the correct place **Notice that humans, have offspring which grow into adults and the changes they experience through this growth** 1. Demonstrate an understanding that animals, including humans, have offspring 2. Demonstrate an understanding of the key changes for each stage of human development 3. Compare the changes that humans experience through different stages of their growth
Biology: All living things, their variations and their habitats	**Identify which animals belong in which contrasting habitats** 1. Recognise common animals and match to toys and photos/symbols 2. Recognise habitats and match features of habitats through objects and photos/symbols 3. Sort animals into the appropriate contrasting habitats when given a choice, e.g. hot / cold **Demonstrate that mammals, reptiles and birds are different** 1. Investigate basic features of mammals (fur, paws, skin, being warm blooded)	**Begin to understand why animals live in particular habitats and their basic needs** 1. Identify the features of animals such as thick fur, long necks, patterns 2. Explore what each adaptation provides – keep warm, reach food, hide 3. Identify what an animal needs to live **Identify mammals, birds, reptiles and amphibians and some differences between species within the same family (e.g. How a crow is different to a peacock)** 1. Identify animals as mammals and name them	**Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other** 1. identify that most living things live in habitats to which they are suited 2. describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 3. identify and name a variety of plants and animals in their habitats, including micro-habitats

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	2. Investigate basic features of reptiles (scales, tails, legs, snake/chameleon tongues, eyes) 3. Investigate basic features of birds (wings, feathers, beaks, feet) 4. Compare features of mammals, reptiles and birds	2. Identify animals as birds and name them 3. Identify animals as reptiles and name them 4. Identify animals as amphibians and name them 5. Explain differences between species within a family	**Describe and compare the structure (skeletons and their adaptions) of common animals and the purpose of these** 1. Describe and compare variations within mammals (e.g. Anteaters have long claws and long tongues to get food, giraffes have long necks) 2. Describe and compare variations within birds (e.g. different beak types for different foods) 3. Describe and compare variations between reptiles (e.g. warning systems between rattle snakes and cobras)
Chemistry: Materials – variety and suitability	**Begin to match, group or find the same materials when given a choice (wet/dry hard/soft)** 1. Match/group dry material to one other dry material 2. Match/group wet material to one other wet material 3. Match/group hard material to one other hard material 4. Match/group soft material to one other soft material	**Demonstrate a knowledge of a variety of everyday materials** 1. Match material to a photo 2. Match material to a symbol 3. Match material to a word 4. Can group objects and notice a difference between them (e.g. collect spoons and notice some are wood, plastic, metal) 5. Can start to group same materials under a heading e.g. wood, metal, plastic, fabric	**Describe a range of materials and their properties** 1. Group an increasing range of materials under a heading 2. Describe and compare materials 3. Begin to list the properties of a range of materials 4. Identify an appropriate material for a purpose, e.g. wood for a table
Chemistry: experiments	**Notice patterns and make links between actions and effects** 1. Predict what will happen before experiencing a one-step cause and effect action. E.g., identify the bubble will pop before blowing 2. Explore two step cause and effect actions. e.g. press the switch and lights and music will start 3. Answer questions yes or no questions about the effect 4. Sequence what will happen before experiencing a multi-step cause and effect action	**Take part in simple experiments, observing what has happened and predict what might happen next time** 1. Answer a what will happen if … question 2. Identify what is needed to answer a question 3. Predict what will happen 4. Carry out a pre-planned experiment 5. Reflect on what happened	**Plan and carry out own simple experiment** 1. Ask simple questions (hypothesis) and recognise that they can be answered in different ways 2. Predict what they think might happen and begin to give reasons for the answer 3. Use what they already know to suggest designs, concepts and material selections to plan an experiment 4. Perform simple experiments 5. Gather and record data to help answer their hypothesis

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			6. Reflect on simple ways to improve tests, designs and concepts
Physics: Senses including, Light and Dark and Sound	**Use senses to investigate changes in light levels, sound levels and textures and demonstrate how we can control these (e.g. turn lights on/off)** 1. To show interest in changes in the light levels. 2. To practise turning the lights on and off and label whether it is light or dark. 3. To show some interest in changes in the sound levels. 4. To practise turning the sound on and off and label if it is loud or quiet. 5. To investigate different textures and to show some preferences.	**Identify correct body part used for each sense and investigate different cancelling effects (e.g. blindfolds, ear defenders)** 1. Can match the senses to the corresponding body parts. 2. Investigate different materials (transparent, translucent and opaque) to see how to cancel effect of seeing. (e.g. design a blindfold). 3. To investigate how we can block sound from reaching our ears (e.g. design ear defenders). 4. To investigate how we can block smell from reaching our noses. 6. To investigate how we can cancel effect of feeling textures.	**Investigate light and shadows** 1. Start to identify some sources of light (natural and artificial). 2. To start understanding that darkness is an absence of light. 3. Recognise that shadows are formed when the light from a light source is blocked by a solid object 4. Find patterns in the way that the size of shadows changes
Physics: **Friction, forces and electricity**	**Investigate pushes, pulls and twists** 1. Can copy pushing, pulling and twisting motions 2. Demonstrate an understanding of key vocabulary e.g. push and pull by following instructions 3. Experiment with push, pulls and twists in a variety of situations	**Investigate friction and its impact on moving objects** 1. Notice that objects move faster/slower with different applied forces 2. Explore different surfaces and how they impact on moving objects 3. Investigate how a force can make the objects move, slow down, go faster, stop or change direction **Demonstrate knowledge of the safe operation of electrical appliances and the power sources they use.** 1. Start identifying common appliances that run on electricity 2. Sort appliances into ones that use batteries and mains electricity 3. Sort safe and not safe way of using electrical appliances	**Explain why changes in friction can impact the movement of objects** 1. Notice that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 2. Notice the effects of air resistance, water resistance and friction, that act between moving surfaces 3. Notice that some forces need contact between two objects 4. Notice that friction is different on different surfaces **Build a simple circuit and problem solve if it doesn't work** 1. Investigate how batteries (cells) work

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			2. Identify basic parts of a circuit, including cell, wire, bulb, switch and buzzer 3. Help to finish completing a circuit 4. Start constructing a simple circuit, identifying/naming its basic parts 5. Notice that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
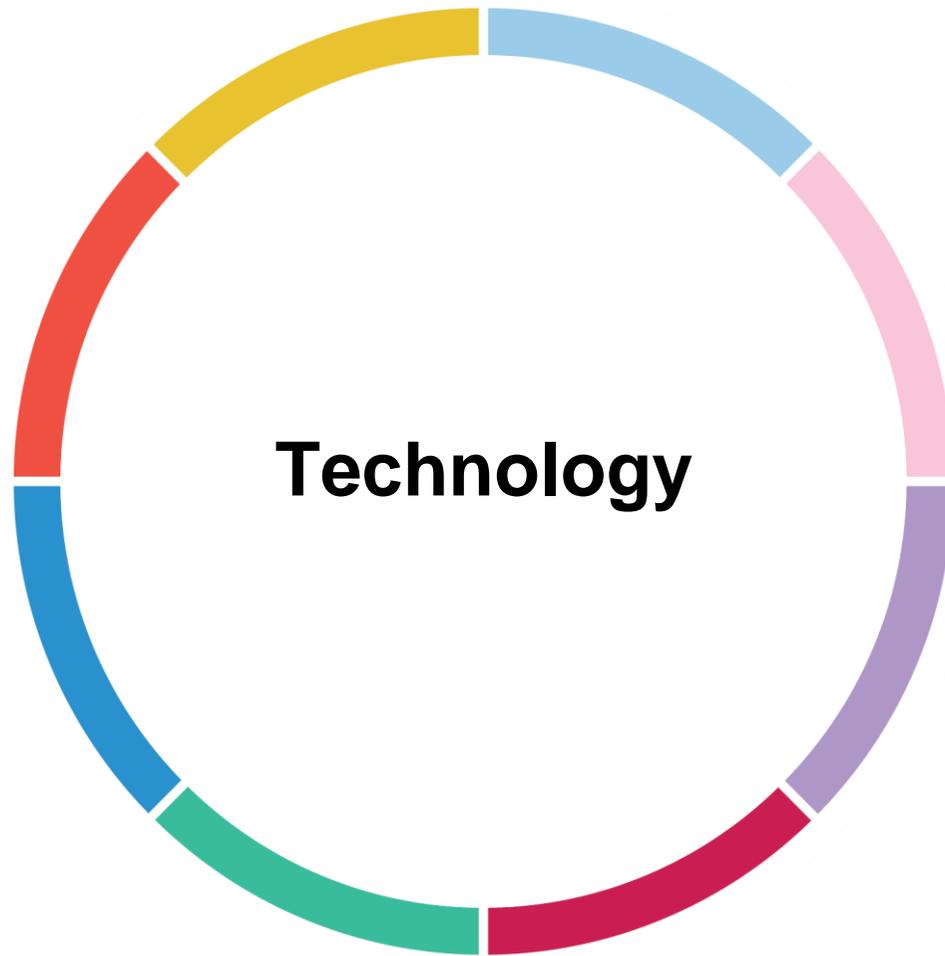
Technology

Technology

Technology is increasingly present in our modern day lives, offering endless opportunities for learning. Our priority is to develop fundamental skills of using basic technology and curiosity for how things work, the effect of our actions and awareness of the digital world around us. Technology can support our communication and problem solving skills through means where this would otherwise not be possible. With Technology we can give every child a voice, whether it is through use of audio based devices, switch work or Eye Gaze. This is our number one priority for our learners in all that we do.

Our goal is to give each and every learner the tools to access an expanding range of Technology appropriate for their developmental level. We want to promote curiosity for the technological world around us and develop an understanding of cause and effect. Learners will be provided with switches, programmable devices and everyday appliances. Once the learners have these tools and become familiar with their use and how to operate them it is important they can apply them appropriately in a range of contexts. Examples may be, to use a camera and printer to produce a picture for our wall, navigating a robot around a set of obstacles or operating a microwave to cook a meal.

E-Safety has a focus throughout our Technology curriculum. It is important that our learners are taught how to navigate technology safely. There is a focus on ensuring that our learners know what information should or should not be shared and how to respond when something is not safe online.

Our Technology curriculum is supported by an assessment framework which teaches the fundamental skills through a topic based approach.

The Technology Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Technology Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is a computer?	Communication – multimedia Photography / film	Communication - multimedia Using text on a screen	Programming & algorithms Controlling technology	Communication – multimedia Animation	Programming & algorithms Simple programs

Technology Skills and Knowledge Progression

	Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Communication: multimedia	**Photography and film**	**Take photos and record videos with support** 1. Demonstrate a preference for videos or photos from a selection 2. Control videos, e.g. start and stop a video on the screen or by using a switch / eye gaze 3. Explore using a camera 4. Take photos with support 5. Record videos with support	**Convey information using photos or videos** 1. Operate a camera or tablet to take photos 2. Operate a camera or tablet to record videos 3. Choose a selection of images to convey information 4. Record a video to convey information	**Take photos and videos for a theme and edit with support** 1. Present ideas and information using a series of images 2. Select a video clip to present information 3. Combine the use of images and videos to present ideas and information 4. Edit digital content with support 5. Talk about whether the digital content was effective
	Using text on a screen	**Create simple digital content with support** 1. Access a range of multimedia content (learner led) 2. Make marks on a screen with increasing intention 3. Demonstrate a preference for a piece of content or technology from a selection	**Choose media from a selection to convey information** 1. Move objects on a screen 2. Choose appropriate images to demonstrate an idea (e.g. image for a poster) 3. Begin to use a keyboard to type simple words with support or clicker tools appropriately	**Use text to communicate ideas** 1. Use a keyboard to type words 2. Use keyboard tools, including spacebar, enter and backspace to enter and remove text 3. Use text to present ideas (e.g. through Clicker)
	Animation	**Create a simple animation with support by moving characters or adding sounds** 1. Explore different types of animations and express a preference 2. Create shapes on a screen 3. Select where they would like images to move to on a screen 4. Choose sound effects to be added	**Create an animation** 1. Use a digital device to move objects from one place to another on a screen 2. Choose appropriate sound effects to add to an animation 3. Use a series of images in a sequence 4. Identify the start and end point to an animation	**Create a simple animation to fulfil a purpose** 1. Engage with different types of animations and communicate what they like or dislike about them 2. Plan out their animation and what they would like to happen 3. Talk about whether their animation was successful and identify what could be changed 4. Edit animation to make improvements

Strands		Developing Curriculum	Broadening Curriculum	Blended Curriculum
What is a computer?		**Explore common technology and digital devices and choose a device for a specific task from a limited selection** 1. Access a range of technology, including switches, touchscreen, eye gaze (as appropriate and remote controlled toys 2. Access a range of computer based programmes and software 3. Make a choice between a selection of technology that they would like to use 4. Make a choice for an appropriate piece of technology for a purpose, e.g. camera to take a photo	**Explore and use a range of technology for a purpose** 1. Recognise and use a range of digital devices for a purpose 2. Recognise the key parts of a computer, e.g. mouse, keyboard, screen 3. Use a mouse, touchscreen or keyboard to select options on a screen	**Recognise a range of technology and what it is used for; name the main parts of a computer** 1. Use a suitable device to access and control an activity 2. Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard, speakers 3. Use a search engine to search for information
Programming & algorithms	Controlling technology	**Begin to understand that we control technology and computers** 1. Explore making something happen using technology, e.g. moving an image or pressing a control 2. Use controls on technology to make something happen, with support 3. Anticipate their action to trigger a specific response, e.g. pressing a button and a specific response happening as a result	**Understand that we control computers by giving them instructions** 1. Follow instructions given to them by a peer or adult 2. Give instructions to a peer or adult for them to follow 3. Give a short sequence of instructions to control a device 4. Follow instructions to control a digital device	**Recognise that the instructions we give computers need to be specific, clear and concise** 1. Give an increasing set of instructions to control a digital device 2. Explain what is going to happen as a result of their instructions or actions 3. Alter their instructions or actions to change the result if unsuccessful
	Simple programs	**Understand that our actions control programmable toys** 1. Explore using programmable toys to make something happen 2. Anticipate and expect an outcome using programmable toys, e.g. knowing it will move when a button is pressed 3. Repeat an action to trigger a specific outcome on a programmable toy	**Create a short program to move and control a programmable toy** 1. Follow simple instructions to program a toy 2. Try a different approach when unsuccessful 3. Input a short sequence of instructions to control a programmable toy and achieve a desired outcome	**Plan out and create simple computer programs** 1. Explore using a computer program to make a simple program 2. Predict what they think will happen in their program 3. Identify when something has gone wrong and use the term 'debugging'

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			4. Identify how to correctly debug an error in a simple program

Our World

Our World

The Our World Domain encompasses the following subjects:

- History
- Geography
- Religious Education

Our World aims to give our learners a sense of belonging, an understanding of their society and the wider world and how they can interact within it. Accessing the Our World Curriculum aims to widen our learners' horizons and enable them to recognise there are vast possibilities beyond themselves.

Our World also encourages learners to explore different beliefs and viewpoints and to begin to form their own opinions. Learners will begin to recognise that others may have different ideas to them. These skills are key for life in 21st Century multi-cultural Britain.

Our World aims to give learners an understanding of who they are and where they come from. The curriculum begins with person focused exploration and understanding. Working through the curriculum streams our Learners progress to develop an understanding of the wider world and the history within it. The Our world curriculum will support learners to grow into young people who are confident in accessing their local environment as well as the wider world. It will give them the knowledge and understanding of how everyone is different and the foundations for building relationships.

Through engagement with the Our World curriculum learners will develop a strong sense of self. The curriculum is designed to encourage learners to become independent thinkers, to develop their analytical and enquiry skills. Progression through the curriculum involves map and field work. Starting with their immediate and advancing to their local environment and beyond with the aim of building long term independence.

We would expect to see sessions that allow learners to explore the topics through a range of approaches that are tailored to the needs of the learners. Learners will be engaged and have an appropriate level of challenge. We would expect that the learners focus on their more immediate world expanding this as they progress through the curriculum. Where appropriate we would encourage teachers to follow learners' interests. We would expect to see the use of a range of resources including real life objects and props, relevant stories, sensory opportunities and visiting workshops. We would encourage trips out to other locations where learners transition skills are secure.

Religious Education is explicitly delivered to those learners accessing the Broadening and Blended Curriculum streams. Religious Education for learners accessing the other curriculum streams will be delivered through exposure and experience of a range of festivals and celebrations from a variety of Religions. This is due to religion being an abstract concept, which prior to the broadening curriculum can be challenging for our learners to understand.

The Our World Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Our World Programme of Study

Our World History & Geography – 1 Year Program					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Changes Within Living Memory	Significant Historical Events	Historical Enquiry	Human and Physical Features	Locational	Skills and Field Work

Our World Religious Education – 1 Year Program					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Values & Rules of Behaviour	Places of Worship	Religious Texts	Artefacts and Symbols	Significant People	Beliefs

History
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Changes within living memory	**To sort pictures from the past and present of themselves** 1. To use photos to recall things that happened in the recent past 2. To begin to use words or symbols to say what they have done in the past e.g. weekend news 3. To recognise and name photos of family and friends	**To understand some changes over time that happened within their family** 1. To begin to understand they were once a baby and explore photos of themselves and others from the past 2. To create a basic timeline of their life so far e.g. photos of baby, toddler, reception year, now 3. To talk about important events in the past and future e.g. birthdays, holidays etc.	**Recall some facts/ events about themselves and their own families using time to order them** 1. Recall some facts about people/events before living memory and say why people may have acted the way they did 2. Describe things that happened to themselves and other people in the past 3. Order a set of events or objects and use a timeline to place important events e. use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born **Understand the difference between things that happened in the past and the present** 1. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" 2. Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer
Significant Historical Events	**Recognise and talk about significant familiar events** 1. Display curiosity about people by looking at objects related to specific familiar people; events and other people 2. Explore/ play small world models linked to significant people e.g.	**Demonstrate understanding of the past, comparing and contrasting events** 1. Make connections between experiences of themselves and peers and communicate about this e.g. family, pets, likes and dislikes 2. Comment on images of familiar situations in the past, for example in books	**Recall some facts about people/ events before living memory and say why people may have acted in the way that they did** 1. Look at books and artefacts to find out about a historical figure 2. Say why people may have acted the way they did in the past

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	Family members, doctors, nurses, police officers, superheroes 3. Begin to recognise their own family's history e.g. recognise close family members 4. Show an interest in different occupations, through role-play	3. Compare and contrast historical figures from the past and present-day equivalent 4. Comment about the lives of people around them and their roles in society 5. Show an understanding of the past through active engagement with artefacts and events	3. Comment on images and information about historical figures 4. Retell a story from the past including a historical figure
Historical Enquiry	**Show an interest in events/objects from the past, referring to experiences, photos and stories** 1. Show an interest in artefacts and images from the past 2. Show an interest in stories relating to events in the past 3. Engage in role play/small world play to explore the past related to the topic	**Know some similarities and differences between events/objects in the past and now** 1. Know key facts about a key historical event related to the topic 2. Look at similarities and differences between artefacts and images of now and the past linked to topic 3. Experience answering relevant questions relating to the topic	**Explore historical events and times, looking at historical pictures and objects and asking relevant questions** 1. Investigate historical images and artefacts relating to the topic 2. Practice asking and answering questions relating to the topic 3. Sort artefacts and images related to the topic by similarities and difference

Geography
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Skills and Field Work	**Demonstrate understanding of the basic features of familiar environments** 1. Explore different environments 2. Recognise and learn the names of some features of different environments i.e. beach, forest, park etc. 3. Recognise pictures of different environments. 4. Use photos or symbols to locate features in their immediate environment	**Explore the natural world around them describing indoor and outdoor environments and what they can see, hear and feel.** 1. Visit / investigate indoor and outdoor local environments 2. Experience using simple maps within the school environment 3. Recognise and name features of the natural environment 4. Sort features of indoor and outdoor environments	**Begin to use simple geographical language, use simple picture maps to move around the school and local area** 1. Examine maps of local environments 2. Recognise features marked on maps 3. Begin to use geographical language relating to the maps and local area 4. Begin to follow simple maps to find key features
Human and Physical Features	**Recognise and name simple natural and human features** 1. Recognise and learn the names of some of the animals and objects that can be found in the environment linked to the topic 2. Sort animals according to a contrasting environmental factor linked to the termly topic 3. Show developing curiosity about geographical features linked to a topic 4. Start recognising and naming some natural features and human features linked to topic	**Compare similarities between the UK and elsewhere (link to topic)** 1. Recognise and begin to use vocabulary of key physical features of the UK 2. Begin to recognise similarities between UK and elsewhere linked to a topic 3. Begin to compare similarities between UK and elsewhere linked to a topic. 4. Experience looking at a globe and locating relevant countries	**Compare similarities and differences between the UK and elsewhere including human and natural features** 1. Compare similarities and differences between UK and elsewhere linked to a topic 2. Identify and use key vocabulary of key physical features of the UK and elsewhere linked to a topic 3. Identify on a globe or map relevant countries
Locational	**Recognise where they live, and be aware that there are other countries** 1. Recognise where they live, to identify their house from photos 2. Recognise school and explore different areas of the school 3. Look at photos of familiar local places and of other countries	**Name, locate and identify the 4 countries of the UK and England's capital city** 1. Identify the capital city for England 2. Learn about key features of London 3. Know the names of the 4 countries of the UK 4. Explore maps of the UK	**Name, locate and identify the 4 countries of the UK, the 4 capital cities and the surrounding seas** 1. Locate the four countries on a map of the UK 2. Name the 4 countries of the UK and their capital cities 3. Recognise and name the flags of the 4 countries 4. Find out about traditions for each country

Religious Education
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Values and Rules of Behaviour		**Demonstrate an awareness of religious symbols and that people have different beliefs and rules** 1. Explore religious symbols (match like for like) 2. Link symbols to a religion 3. Know that we are all different (have different beliefs, rules we follow, etc.) and this is OK 4. Follow some rules at school and at home	**Describe and name some of the teachings and symbols of a religion and begin to reflect and compare rules of behaviour to their own** 1. Know key teachings of the religions studied 2. Name symbols linked to specific religions 3. Compare school rules to rules of the religion being studied 4. Compare rules between Christianity and one other religion
Places of Worship		**Identify different special places including places of worship** 1. Talk about special places to them 2. Understand that some places can be special for their family / community 3. Begin to explore photos and artefacts of places of worships	**Name places of worship and which religion they belong to by naming at least two key features of religious buildings in each religion studied.** 1. Know the names of religious buildings important to the religions studied 2. Recognise features that are the same and different between a familiar building (school/home) and the religious buildings
Religious Texts		**Identify that religions have texts that are important to them** 1. Explores stories that are special and begin to explain why 2. Explore religious stories and texts 3. Begin to identify messages in a story	**Ask relevant questions and identify values/morals of key religious texts** 1. Know that different religions have different special texts and to know their names 2. Read stories from religious texts 3. Recognise that stories usually carry a moral 4. Recount religious stories 5. Be able to talk about the moral in the story
Artefacts and Symbols		**Experience different religious festivals and artefacts**	**Recognise, name and describe some religious symbols and artefacts and explain their meaning or use**

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
		1. Understand that there are different religious celebrations, some of which they may take part in, e.g. Christmas, Diwali, Eid and Hanukkah 2. Identify objects that are important to them and others 3. Explore artefacts linked to the religious celebrations	1. Look at a range of symbols and artefacts relating to the religion being studied 2. Name some symbols and artefacts from the religion being studied 3. Investigate what different symbols and artefacts are used for 4. Explain in simple terms the meaning or use of symbols and artefacts from the religion being studied
Significant People		**Identify important people to themselves and understand within religion that there are important people** 1. Identify who is important to them and begin to explain why 2. Experience a range of key religious figures and which religion they belong to	**Name and know the significance of key/important religious people from in each religion studied** 1. Understand that different religions consider different people to be important 2. Know the stories of key/important people from the religion being studied 3. Recognise and name pictures of key/important religious people
Beliefs		**Articulate different celebrations and the ways we celebrate them** 1. Recognise that people have different beliefs and celebrate special times in different ways 2. Explore a range of different familiar celebrations 3. Compare ways people celebrate the same occasion 4. Identify what you like / don't like or would have the same / different to someone else 5. Identify things that are important to us and begin to explain why	**Articulate beliefs and values and respect and understand beliefs from other religions** 1. Investigate key ceremonies (wedding, baptism etc.) from the religions studied. 2. Recognise how important ceremonies link to religious values. 3. Investigate the importance of respecting others' views. 4. Compare Christianity to other religions studied.

Communication,
Language & Literacy

Communication, Language and Literacy

All learners have a balanced CLL curriculum allowing them to reach their full potential. CLL is a crucial part of the curriculum as it provides the first skills for learning to enable them to become a lifelong learner. CLL is the gold thread to link all learning.

They have the right for their voice to be heard and to express themselves using their preferred method of communication. CLL provides the skills to enable them to achieve this. As learners journey through primary school, our CLL curriculum adapts and changes to meet the individual needs of our learners. The topics and genres are carefully selected to engage learners to develop a love of learning and ultimately develop their CLL skills. This will look different for all learners but will support their lifelong learning and independence, as well as supporting them in being able to communicate with others and to be understood.

CLL provides the communication skills, the written skills (in their preferred method of recording) and the comprehension skills to be able to access the world around them. This is crucial to creating lifelong independence. We aim for all learners to leave primary school reaching their full potential in reading and communication.

Our learners work in a range of different and complex ways. You will see lessons that provide the first skills for learning, as well as lessons teaching the skills needed to complete a recognised qualification further on in their education.

Within CLL lessons we would expect to see learners interacting, engaging and communicating. This can be seen through a range of sensory activities, which focus on developing attention and communication, to a formal phonics session, where a whole school approach is used to teach reading. The aim is for learners to interact and communicate with the wider world. Therefore, we will teach everyday life skills within our CLL curriculum.

Speaking and Listening skills are covered in a cross-curricular approach across all domains. Learners' individual Speech and Language targets are utilised as the core focus for developing Speaking and Listening skills.

The CLL Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Communication, Language and Literacy Programme of Study

| CLL 1 Year Programme					
Autumn		**Spring**		**Summer**	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Non-Fiction Non-Chronological 'List, Labels & Captions'	Story Writing Fiction	Recount Non-Fiction Chronological	Information text Non-Fiction Non – Chronological	Instructions Non – Fiction Chronological	Story Writing Fiction

Communication, Language and Literacy
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Word Reading	**To recognise familiar objects and or symbols used in everyday life** 1. Explore and handle a range of familiar objects, photos and symbols 2. Engage with a range of familiar objects and or symbols associated with everyday life 3. Engage with a range of picture books 4. Identify objects from a simple description 5. Identify symbols from a simple description 6. Begin to match objects to photos and symbols used in everyday life **To recognise that print has meaning** 1. Explore print in a range of different formats 2. Begin to recognise letters in their name 3. Match their name 4. Scan text when looking at books/ pictures **To match photos, pictures or illustrations** 1. Explore objects, photos and symbols 2. Copy an adult modelling matching an object to photo/symbol 3. Engage in match object/symbols	**Identify initial letter sounds to the letter and picture** 1. Hear an initial letter sound and point to the picture/object 2. Hear an initial letter sound and point to the corresponding letter 3. Find initial letter sounds for 4 letter words **Recognise familiar words (appropriate to phonics knowledge)** 1. Match an image to the corresponding word through recognition of initial letter sounds 2. Begin to access phase 2 phonics 3. Blend a range of familiar CVC words 4. Match CVC words to images 5. Recognise own name 6. Begin to segment the sounds in simple words and blend them together 7. Begin to read high frequency words 8. Recognise letters of the alphabet **Read simple sentences using phonic knowledge (appropriate to phonics knowledge)** 1. Identify letters of the alphabet when heard 2. Read a range of high frequency words 3. Segment the sounds in phonic appropriate sentences and blend together 4. Read a range of teacher created sentences with decodable words	**Interpret a text, using phonics, subject knowledge and illustrations** 1. Read simple phrases and sentences consistent to phonics knowledge 2. Match simple phrases and sentences to an illustration **Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read books aloud** 1. Read a range of familiar words with known GPCs 2. Begin to blend unfamiliar words with known GPC's 3. Segment the sounds in unfamiliar works and blend them together 4. Choose a book they know and enjoy to read aloud **Read words with contractions, and understand that the apostrophe represents the omitted letter(s)** 1. Explore reading words with contractions 2. Explore apostrophes and when to use them 3. Explore putting together words with contractions 4. Explore putting together contracted words using an apostrophe 5. Read contracted words linked to phonics knowledge

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	Focus on initial letter sounds of words (appropriate to phonics knowledge) and begin to match the object to the sound 1. Explore initial letter sounds of a range of words through play 2. Identify initial letter sounds 3. Match object / symbol to initial letter sounds 4. Match letter sounds to letters from the alphabet	5. Re-read books consistent with phonics knowledge to build up confidence in word reading	
Reading comprehension	**Name objects using photos, symbols, word or spoken word.** 1. Select an object or symbol from a selection of 2 2. Select an object or symbol from a selection of 3 3. Match object to photo 4. Match object to symbol 5. Match object word or spoken word 6. Identify object described by their function **Respond to 'who, what and where' questions using pictures or symbols to support** 1. Respond to who questions 2. Respond to what questions 3. Respond to 'where' questions 4. Show understanding of basic prepositions **Communicate through actions, photos or symbols what happens next in a repetitive sequence / story.** 1. Engage in listening to a familiar story or repetitive sequence 2. Repeat what happens next in a familiar story, through actions, photos or symbols	**Begin to understand 'how' and 'why' questions** 1. Begin to answer 'how' questions, linked to an activity, when given a choice 2. Begin to answer 'why' questions, linked to an activity, when given a choice 3. Explore images and answer 'how' & 'why' questions **Anticipate (where appropriate) key events in stories and or sequence** 1. Engage in listening to a familiar story or repetitive sequence 2. Sequence key events from a similar event or story 3. Begin to anticipate key events in stories or sequences 4. Begin to make predictions **Sequence a story using beginning, middle and end.** 1. Engage in listening to familiar stories 2. Identify the beginning, middle and end of a story 3. Order events from the beginning, middle and end of a story.	**Begin to link what they read or hear to their own experiences** 1. Engage in a range of non – fiction & fiction texts 2. Experience a range of non-fiction and fiction texts that explore life experiences 3. Begin to compare similarities to what they have read or hear to their own life experiences

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Writing transcription	**Imitate writing by making continuous lines of shapes and symbols** 1. Mark making becomes progressively controlled 2. Imitate modelled movements exploring circular, backwards, forwards, vertical and horizontal movements when mark making 3. Begin to give meaning to marks as they draw and paint 4. Make continuous lines and patterns when mark making	**Write some recognisable letters** 1. Begin to form pre letter formations 2. Make recognisable marks 3. Make pre letter formations independently **Attempt to write familiar words** 1. Make pre letter formations independently 2. Trace over letter support mats 3. Read / hear word and trace over letter support mat 4. Copy letter formations 5. Read / hear word and attempt to form correct letters **Form recognisable (lower and upper case) letters, most of which are correctly formed** 1. Make pre letter formations 2. Trace over letter support mats 3. Recognise lower case letters 4. Recognise upper case letters 5. Form lower case and upper-case letters	**Use writing as a means of recording and communication for different purposes.** 1. Explore a range of ways to record ideas e.g. video 2. Copy an adult modelling writing for a purpose 3. Write for a purpose **Form capital letters:** 1. Form straight line letters: E F H I L T 2. Form straight and slant line letters: A K M N V W X Y Z 3. Form straight and curly line letters: B D G J P Q R U 4. Form curly line letters: C S O **Understand which letters belong to which handwriting 'families':** 1. Form long ladder letters (l, I, t, u, j, y) 2. Form one-armed robot letters (r, b, n, h, m, p) 3. Form curly caterpillar letters (c, a, d, o, g, q and s, e, f) 4. Form zig-zag letters (z, v, w, x)
Writing Composition	**Match a range of objects to photos and or symbols** 1. Explore objects, photos and symbols 2. Match objects to symbols **Understand that writing is a form of communication** 1. Make marks using preferred mode of communication. 2. Track paper or a screen as they make marks 3. Recognise that symbols/marks or pictures have meaning. 4. Imitate or complete actions using a mark making tool	**Begin to plan stories using props and role play** 1. Explore using props, photos and symbols to play 2. Sequence an everyday event through props, photos and/or symbols 3. Follow a sequence for an everyday event through props, photos and/ or symbols **Attempt to write familiar words** 1. Make pre-letter formations 2. Trace over letter support mats 3. Read / hear word and trace over letter support mat	**Begin to write a well-structured sentence** 1. Understand how words can combine to make sentences 2. Say out loud what they are going to write about 3. Separate words with spaces 4. Sequence sentences to form short narratives 5. Begin to punctuate sentences using capital letters and full stops 6. Re-read what they have written to check it makes sense 7. Use a capital letter for names of people, places, days of the week and the pronoun I.

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	Respond appropriately to 'who', 'what' questions with gesture / single words 1. Explore a range of images / videos 2. Explore 'who' & 'what' questions 3. Respond to who and 'what' questions	4. Read / hear word and attempt to form correct letters	**Use time words to aid sequencing** 1. Explore a range of time words 2. Observe an adult modelling time words to a sequence 3. Adding time words to sequencing **Use the conjunction 'and' to link words and join clauses** 1. Explore words and adding them together 2. Use the word 'and' to link words 3. Explore putting sentences together 4. Add 'and' into a sentence
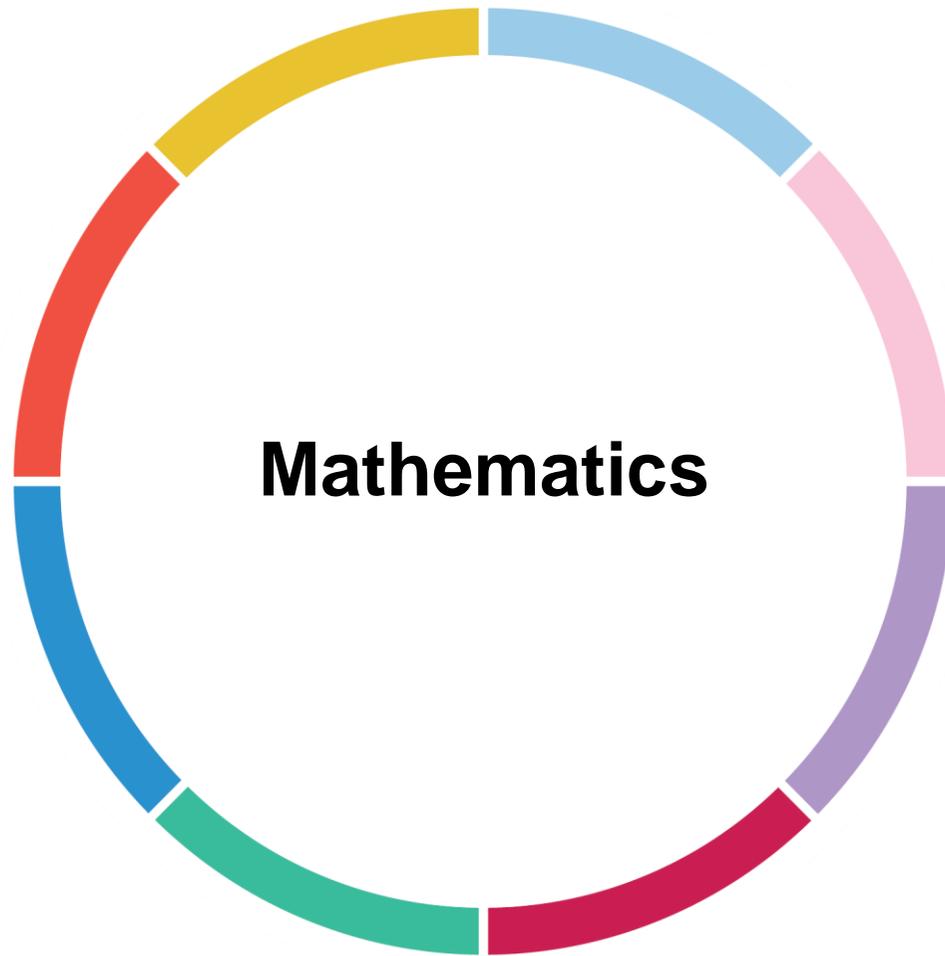
Mathematics

Mathematics

Maths is fundamental to understanding the world; it underpins skills needed for critical thinking and reasoning, and is essential for most forms of employment. It is important that learners develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, develop a can-do attitude to problem solving, talk to adults and peers about what they notice and not be afraid to make mistakes. Learning Maths also gives us skills for life, that is why Maths is incorporated within everything we do.

Ultimately, the outcome is to give our learners more independence and to prepare them for adulthood. That is why they are taught how to recognise numbers, so that they know which bus to take or when their birthday is; practise how to tell the time so they know when their favourite programme starts; how to measure ingredients so that they can help with cooking; how to follow directions so that they can follow a map in a park or a funfair; learn about money, so that they know how much they have in their piggy banks.

At all levels of independence, Maths encourages perseverance when solving problems and the transfer of skills and knowledge between mathematical concepts. To support independence, we aim to provide an enabling environment in our classrooms. The learners are encouraged to choose their resources independently out of several options; e.g. choosing to use Numicon, counters or real-life materials when solving problems. Our aim is to explore maths practically and creatively, encouraging independence through practising critical thinking skills and promoting collaborative working with peers.

The aim is to explore all areas of Maths using a cross-curricular, multi-sensory and holistic approach. Our aspiration for Maths is to ensure we are providing all learners with a curriculum which is purposeful and challenging as well as being accessible and achievable. We also encourage social interactions, questioning, child led enquiry through process driven activities.

We want our Maths sessions be meaningful, functional and enjoyable. The learners should know why they have to do something; the activities should be enjoyable, tied to specific interests of the learners or real-life events, while using hands-on real-life materials. Maths sessions should be delivered through role play, so learners participate actively, where the learners are being modelled how to be successful in the task. There should be a purposeful end point to the activities.

The early concepts of Time, such as Now / Next routines, days of the week, and months of the year are taught through daily routines in classes rather than through explicit Maths lessons.

The Mathematics Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Mathematics Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing	Number: counting, subitising Measurement: volume	Number: up to 3 2D Shapes and patterns	Number: Counting, subitising Measurement: size	Number: up to 5 3D Shapes	Number: up to 5 Measurement: weight	Number up to 10: 1 more and 1 less Measurement: Time
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Broadening	Number: Counting, subitising Measurement: capacity and volume	Number: up to 10 2D Shapes and patterns	Number: up to 10 Measurement: length	Number up to 5: Addition and subtraction 3D Shapes:	Number: up to 10 Counting in steps of 2, sharing into 2 equal groups fractions – half Measurement: weight	Measurement: Money Time
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Blended	Number: up to 100 counting Measurement: lengths and heights, mass/weight, capacity and volume	Number: up to 20 2D Shape	Number: up to 20 Addition and subtraction Measurement: lengths and heights, mass/weight, capacity and volume	Number: up to 20 Addition and subtraction 3D Shape	Number: Multiplication and division 2,5,10 Fractions half and quarter	Measurement: Money Time

Mathematics Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Number & Place Value	**Can count up to 5 and beyond** 1. Engages in counting-like behaviour 2. Begins to say numbers in order, some of which are in the right order (ordinality) 3. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. 4. Begin to recognise numerals 0 to 10 **Have a deep understanding of numbers up to 5 (representing, comparison, composition)** 1. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 2. Links numerals with amounts up to 5. 3. Subitises up to 3 objects 4. Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' 5. Compares two small groups of up to 5 objects, identifying when there are the same number of objects in each group	**Can count to and across 20** 1. Recite numbers from 0 to 20 2. Is able to count back from 20 to 0 3. Demonstrates an understanding of 1:1 correspondence in different arrangements 4. Increasingly confident at putting numerals in order 0 to 20 (ordinality) 5. Counts up to 20 objects from a larger group **Have a deep understanding of numbers up to 10 (representing, comparison, composition)** 1. Engages in subitising numbers up to 6 in regular arrangements (Cardinality) 2. Matches numerals to quantities (up to 10) 3. Uses number names and symbols when comparing numbers and quantities 4. Begin to estimate of numbers of things, showing understanding of relative size 5. Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	**Count to and across 100** 1. Can count forwards up to 100 beginning from any number 2. Can count backwards from 100 3. Can count across 100 forwards and backwards, recognising the patterns in ones, tens, hundreds **Have a deep understanding of number to 20, including the reading, composition and comparison** 1. Can partition 2-digit number into tens and ones 2. Can order and compare numbers with place value understanding 3. Can write and read numbers to 20 and beyond 4. Can identify and represent numbers using objects and pictorial representations including the number line 5. Use the language of equal to
Addition & Subtraction	**Begin to combine and separate concrete objects and start noticing the change** 1. Show interest in number rhymes where the number of objects increases or decreases 2. Start combining 2 groups of objects	**Automatically recall number bonds to 10** 1. Separates a group of up to 10 objects in different ways, beginning to recognise that the total is still the same	**Can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs** 1. Has initial understanding addition, subtraction and equal signs

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	3. Explore taking concrete objects away from a group 4. Begin to demonstrate that numbers are made up (composed) of smaller numbers	2. Start recalling number bonds up to 5 (including subtraction facts) 3. Can identify 1 more and 1 less 4. Has initial part/part/ whole understanding 5. Recall number bonds to 10 6. Is starting to find missing numbers within number bonds to 10	2. Can read and write addition and subtraction equations 3. Can solve mixed addition and subtraction questions 4. Can solve missing number problems **Can represent and use number bonds and related subtraction facts within 10 and some number bonds to 20** 1. Has a part/part/ whole understanding 2. Knows number bonds to 10 and can find corresponding facts for number bonds to 20 3. Has initial understanding of fact families – addition and subtraction bonds within 20 4. Able to use a number line/ bar model to find/check the answers
Multiplication & Division		**Explores and represents patterns within numbers up to 10** 1. Explore patterns, counting in steps of 2 up to 10 2. Identify even and odd numbers up to 10 3. Identify doubling facts up to 10 4. Can distribute quantities equally between 2 groups, using concrete apparatus	**Can count in multiples of twos, fives and tens up to 100** 1. Can count in 2s up to 100 2. Can count in 5s up to 100 3. Can count in 10s up to 100 4. Can identify the pattern in counting in steps of 2,5,10 5. Can use a number line to find/check the answers
Fractions, Decimals & Percentages		**Start practically cutting shapes in half or folding them to make 2 equal parts** 1. Has initial understanding that half is one of 2 equal parts 2. Can identify 2 equal parts to make a whole 3. Able to demonstrate half of an object	**Can recognise, find and name a half as one of two equal parts of an object, shape or quantity** 1. Has an understanding that a half is one of two equal parts for the objects, shapes and quantities 2. Can identify halves of objects, shapes and quantities 3. Start practically dividing objects, shapes and quantities into 2 equal parts 4. Able to explain whether two parts of a whole are equal **Can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			1. Has an understanding that a quarter is one of 4 equal parts for the objects, shapes and quantities 2. Can identify quarters of objects, shapes and quantities 3. Start practically dividing objects, shapes and quantities into half and half again to find 4 equal parts
Measurement	**Shows an interest in exploring capacity, size and length and weight** 1. Can identify big and small objects 2. Can identify full and empty containers 3. Can identify heavy and light objects	**Compare capacity and volume, length, mass and weight** 1. Can compare volume of containers e.g. full or empty 2. Can compare length of objects by physically aligning objects e.g. longer or shorter 3. Can compare objects by their mass **Can recognise coins** 1. Can match coins 2. Can recognise 1p, 2p and 5p coins 3. Can recognise 10p, 20p, 50p, £1, £2	**Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity and volume** 1. Can compare, describe and order volume of containers 2. Can compare, describe and order length of objects by physically aligning objects 3. Can compare, describe and order objects by their mass 4. Start using standard equipment and units of measure 5. Is able to use standard measuring equipment correctly 6. Can solve practical problems for length, mass and volume **Compare, describe and solve practical problems for time** 1. Can sequence events in chronological order using language e.g.: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening 2. Can recognise and use language relating to dates, including days of the week, weeks, months and years 3. Can tell the time to the hour 4. Can tell the time to the half past the hour 5. Can draw the hands on a clock face to show these times

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			Can recognise and know the value of different denominations of coins and notes 1. Can recognise and explain the value of 1p, 2p, 5p and 10p coins 2. Can recognise and explain the value of all coins 3. Can calculate the total value of the coins in a set 4. Can compare sets of 2p, 5p and 10p coins 5. Can and recognise and explain the value of notes 6. Can use knowledge of the value of money to solve practical real-life problems
Properties of Shapes	**Responds to both informal language and common shape names** 1. Can match 2D shapes to pictures 2. Match some 2D shapes with different sizes and orientations 3. Recognizes some common 2D shapes in familiar orientation 4. Can sort contrasting shapes into two groups, e.g. circles and squares	**Start recognising common 2D and 3D shapes presented in different orientations** 1. Identify 2D shapes in everyday objects 2. Name and describe some common 2D shapes in different orientations 3. Identify 3D shapes in the environment 4. Name and describe some common 3D shapes in different orientations **Identify and manipulate shapes to create pictures or different shapes** 1. Can copy a picture using 2D shapes to make the picture 2. Puts several 2D shapes together to make a picture of their own composition 3. Combine shapes to make a different shape 4. Can copy a picture using 3D shapes	**Recognise common 2D and 3D shapes presented in different orientations** 1. Can identify discuss and compare 2D shape. 2. Sort 2D shapes according to their properties 3. Can identify, discuss and compare 3D shapes 4. Sort 3D shapes according to their properties **Compose 2D and 3D shapes from different shapes to match an example, including manipulating shapes to place them in particular orientations** 1. Copy and then compose tangram images 2. Identify 2D shapes within 3D shapes 3. Investigate ways of combining 3D shapes to make different 3D shapes

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Position & Direction	**Responds to simple spatial, directional and positional language** 1. Creates a "mental map" - can remember where objects belong and can retrieve them and put them away 2. Copy simple instructions with spatial vocabulary, such as in, on, under 3. Follow the language of up and down	**Follow and use positional and directional language cross-curricular, throughout the day** 1. Can understand and follow the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, forwards and backwards, inside and outside 2. Can use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, forwards and backwards, inside and outside	**Can describe position, direction and movement, including whole, half, quarter and three-quarter turns** 1. Can describe direction and movement of a whole turn 2. Can describe direction and movement of a half a turn 3. Can describe direction and movement of a quarter and three-quarter turns 4. Make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face
Pattern	**Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)** 1. Shows some interest in patterns in the environment 2. Can match AB pattern using real objects 3. Can match ABC pattern using concrete objects 4. Continue an AB pattern using concrete objects	**Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat** 1. Continue repeated pattern; e.g. AAB, ABB, AABB 2. Start making own repeated patterns 3. Is able to explain which part of the pattern is repeating (the rule)	**To investigate, create and describe more complex patterns** 1. Can compose pattern block images 2. Can copy, extend and develop repeating and radiating pattern block patterns 3. Can investigate tetromino and pentomino arrangement

Physical Development

Physical Development

Being active is part of everyday life. In primary we aim to give all learners the chance to learn, develop and excel in a range of sports and physical activities that will benefit them in all parts of school and wider life. Physical Development (P.D) encourages learners to make healthy choices and to become physically active. Physical Development is broken down into different parts these include; P.D lessons, playtimes, physiotherapy and swimming.

P.D sessions develop problem solving, choice making and using different equipment in a variety of environments safely. All learners are encouraged to engage in physical activity dependent on learner need. Learners have the opportunity to develop their fundamental movement skills through fine and gross motor activities. Learners are encouraged to engage in peer-to-peer interactions to enjoy the social aspect of sport. Lessons will also include aspects of turn taking, waiting and following instructions which are skills that can be applied elsewhere.

For some learner's physiotherapy will play an important part in their lives. Physical Development is therefore an essential element in each learners' Education Health and Care Plan. Keeping up to date and maintaining learners' therapy plans will ensure that they maintain or develop their mobility.

Physical Development is multifaceted and will develop skills that help learners' lives at school and in the wider world. Helping to promote a better understanding of body awareness and creating a positive outlook on physical activity.

The Physical Development Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Physical Development Programme of Study

Physical Development					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Games	Gymnastics	Games	Dance	Athletics	Athletics

Physical Development Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Games	**Participate in a short throwing and catching game 1:1 or small groups** 1. Experiencing throwing a ball using an underarm technique 2. Throw a ball towards a target 3. Experience catching balls of different sizes and shapes with or without external support 4. Take turns with peers and / or adults	**Play a range of striking and fielding games, with support as needed** 1. Throw a ball using an overarm technique 2. Throw and catch a ball using an appropriate technique for the target 3. Strike a ball with varying equipment with developing accuracy 4. Choose appropriate equipment in order to achieve the best results 5. Follow adult instruction	**Take part in games with peers and/or adults following the rules of the game** 1. Throw and catch with control and accuracy 2. Strike a ball and field with accuracy 3. Follow the rules of a game and play fairly 4. Choose and combine techniques in game situations 5. Develop tactical understanding of games
Gymnastics	**Copy gymnastics shapes/techniques e.g. rolls and jumps with some support when modelled** 1. Develop awareness of body parts and space 2. Experience making shapes with their bodies e.g. long and tall, short and small, squeezing bodies into boxes and tunnels. 3. Experience different body rolls with adult support e.g. rolling sideways, teddy bear roll etc. 4. Develop overall balance and control of body 5. Jump from the ground and from a low level.	**To demonstrate gymnastics shapes/techniques e.g. rolls and jumps when asked** 1. Move with control and awareness of space 2. Develop different forms of balance 3. Jump in a variety of ways and land with increasing control and balance 4. Copy and perform different types of shapes/rolls/jumps 5. Hold a balance whilst balancing on different parts of the body	**Link two or more actions to make a sequence** 1. Show contrasting movements (small / tall, straight / curved, wide/ narrow) 2. Demonstrate a variety of gymnastics rolls 3. Plan, perform and repeat sequences 4. Show changes of direction, speed and level during a sequence
Dance	**Move body parts to music as instructed** 1. Move arms to action songs 2. Move legs to action songs 3. Move arms and legs to action songs 4. Copy waving or moving an item of equipment	**Choose how to move to music depending on the tempo/rhythm/speed showing careful control and coordination** 1. Move limbs to match the rhythm of the music 2. Choose movements to communicate a mood, feeling or idea	**Link two or more actions to perform a sequence** 1. Move in a clear, fluent and expressive manner 2. Refine movements into sequences 3. Show control in using equipment 4. Plan, perform and repeat sequences

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
		3. Create a dance move with an item of equipment (ribbon/hoop) 4. Show a preference towards a certain type of dance or music	5. Change speed and levels within a dance
Athletics	**Begin to demonstrate a range of athletic techniques; for example: running, throwing and jumping** Running: 1. Show control in the speed of their movements 2. Explore speed/pace over a variety of distances 3. Travel towards a fixed point Throwing: 1. Throw objects from/to a fixed point 2. Throw an object towards a target with increased accuracy 3. Throw an object accurately from an increased distance Jumping: 1. Stepping and jumping on/off contrasting surfaces 2. Begin to demonstrate a standing jump, taking off with two feet and landing on two feet 3. Use arms to propel self-forwards/upwards	**Refine athletic techniques; for example: running, throwing and jumping using a wider range of athletic equipment** Running: 1. On command, move from a start point to an end point and then stop/finish 2. Move from point to point overcoming obstacles (hurdles) Throwing: 1. Demonstrate throwing an object with an underarm and overarm technique 2. Demonstrate the appropriate throwing technique for the equipment (e.g. shot put) Jumping 1. Begin to develop a running jump, taking off from one foot 2. Run and then jump from a set marker	**Demonstrate the activity with good technique without prompting and begin to take part in peer competition** Running 1. Demonstrate the ability to run varying distances with/without obstacles 2. Compete against peers in races 3. Identify what went well and aim to improve their performance Throwing 1. Demonstrate the correct technique for the equipment without prompting 2. Compete against peers and compare the distance of objects thrown 3. Identify what went well and aim to improve their performance Jumping 1. Demonstrate a long jump without prompting 2. Compete against peers and compare the distances jumped 3. Identify what went well and aim to improve their performance

P.S.H.E.

P.S.H.E.

PSHE is vital for our learners to develop a sense of high self-esteem and achieve their full potential. The curriculum provides our learners with opportunities to develop the ability to self-regulate and develop their resilience in order to be 'ready to learn'. Therefore, the skills of self-regulation are taught as a key priority across all stages and age ranges of Selworthy education.

Within the PSHE lessons pupils access learning activities to develop skills, abilities and behaviours which will enable each learner to function with increasing independence and effectiveness in the community. For example: Playing 'shops' in Maths will also develop their understanding of the use of money in real life.

Learners are also taught how to reflect upon and make good, informed and safe choices. Online and concerning relationships and lifestyles are also covered. The importance of values such as respect (for self and others), equality, responsibility, care and compassion and promoted.

Learners are taught to understand the world we live in. This includes respect for others regardless of race, gender or disability, special people, rules, looking after the environment and what it means to be part of the community. Learners are supported to develop as individuals in a wider society. Through different experiences they learn to celebrate successes and achievements alongside their peers. This is in addition to work on British Values and Spiritual, Moral, Social and Cultural awareness.

Our PSHE curriculum aims to prepare our learners for the future by exploring their hopes, dreams and aspirations. Learners are given opportunities to explore a range of activities, careers and environments, both within the school site and the surrounding community, in order to develop their understanding of their hopes for the future as well as 'outside world'. They are also taught the skills needed in order set goals and work towards them. Most of all to have the skills to build a happy, healthy and long life where they have safe, rewarding relationships and a sense of purpose in their communities.

Grief and loss are covered with PSHE on a bespoke basis based on what is appropriate for each learner. This is a continuous process which is adapted as often as needed.

The PSHE Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

PSHE Programme of Study

PSHE					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Self – Awareness (Me, who I am, my likes, dislikes, strengths and interests)	Healthy Lifestyles (Being and keeping healthy, physically and mentally)	Self-care, Support and Safety (Personal Hygiene)	Self-care, Support and Safety (Keeping safe)	Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)	Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

P.S.H.E. Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Self – Awareness	**Describe ourselves — recognising that there is self and there are others** 1. Identify self and the special people in their lives. 2. Identify others. E.g. peers, adults who support their day-to-day activities. 3. Begin to identify the things that they are good at. 4. Begin to take turns 5. Begin to take turns with a peer	**Describe the ways in which we are special and unique** 1. Identify the things we are good at (strength and talents) in school. 2. Identify similarities between self and others 3. Identify differences between self and others	**Identify hopes/wishes for our future lives** 1. Describe things we enjoy doing or make us feel happy. 2. Identify activities we are good at, both in and out school. 3. Recognise what being unique means 4. Identify something they want to do in the future (hopes / wishes) 5. Begin to identify how they can achieve their hopes / dreams
Healthy Lifestyles	**Demonstrate how to keep healthy and develop an understanding of how to keep well** 1. Begin to demonstrate healthy practices – e.g. healthy eating, keeping clean, brushing teeth etc. 2. Experience the benefits of being physically active. 3. Recognise and experience the importance of simple rules to take care of our bodies. E.g. rules to keep safe when it's hot (sun protection, drinking regularly, etc). 4. Experience a range of activities that make us feel calm and happy and begin to identify them. 5. Begin to develop an understanding that when we are hurt or unwell we might see	**Describe how activities make us feel and identify what you need to do if you are unwell, uncomfortable or in pain** 1. Identify some examples of healthy foods and why it helps keep you healthy. 2. Describe or demonstrate simple hygiene routines and how to keep healthy 3. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). 4. Describe familiar rules to keep our bodies healthy (staying safe in the sun, sleeping well). 5. Identify and experience activities that make us feel happy and calm (yoga, mindfulness, mindfulness colouring, etc).	**Describe some of the different ways to be physically and mentally healthy and explain what you need to do if you are feeling unwell, uncomfortable or in pain** 1. Explain why some foods are healthier than others and how this can affect you physically. 2. Give reasons why it is important to take care of personal hygiene. 3. Describe and explain how the physical activities we enjoy doing help to keep us healthy. 4. Describe simple routines that keep our mind and body healthy (having a bedtime routine, sun safety rules, eating healthy food, drinking regularly, spending time doing what we love, etc.).

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
	a doctor or a nurse or go to hospital.	6. Explain what it means to be hurt, unwell, uncomfortable or in pain and who can help (doctor, nurse, carer).	5. Identify some symptoms we might experience when we are not feeling well and who can help (doctor, nurse, carer, family). 6. Explain it is not safe to touch, taste or take medicines without a trusted adult being with us.
Self-care, support and Safety – Personal Hygiene	**Identify simple self-care techniques** 1. Identify key self-care routines eg washing hands, brushing teeth 2. Actively respond and participate in self-care routines 3. Begin to follow visual instructions to support with self-care routines	**Identify a range of self-care techniques** 1. Identify and experience appropriate self-care routines. 2. Identify appropriate places for self-care routines 3. Follow verbal or visual support to complete self-care routines	**Describe a range of self-care techniques we can do ourselves to stay healthy** 1. Identify self-care techniques we can do ourselves to keep healthy. 2. Identify self-care techniques we need adult help with. 3. Explain the importance of self-care routines on our bodies
Self-care, Support and Safety – Keeping safe	**Develop a range of safety techniques in school and online** 1. Follow simple rules to keep safe in school. E.g. when playing a game, accessing a piece of equipment with support. 2. Identify adults who keep them safe in school. 3. Begin to identify when we need help in self-care routines 4. Ask for help when using online technology	**Apply a range of safety techniques in school, when they are out in the community and online** 1. Identify why it is important to help keep ourselves physically safe. 2. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. 3. Identify and explain when we might need to ask for help 4. Identify people at home, school and in other settings who are responsible for helping us keep physically safe. 5. Understand kind and unkind behaviours online	**Name and describe activities that might put us at risk (online and when we are out in the community)** 1. Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. 2. Identify key simple rules for keeping safe near water, roads, railways and fire. 3. Identify the information we should never share online without checking with a trusted adult first. 4. Describe simple ways of keeping safe online, such as using passwords or having

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
		6. Know who to tell if they are unhappy with something online	adult help to access the internet. 5. Identify safe and unsafe behaviours online
Managing Feelings	**Identify activities/situations that make us happy/sad and begin to choose an appropriate activity to support regulation** 1. Identify happy and sad emotions 2. Begin to identify activities which make us happy 3. Begin to explore some different ways of communicating feelings 4. Demonstrate that they are able to choose from a selection of activities that they like	**Describe different emotions and recognise ways we can help ourselves to feel better** 1. Identify a range of feelings. 2. Identify a range of feelings that others might be experiencing. 3. Describe a range of feelings 4. Start to identify ways to self-regulate 5. Start to use a range of tools to self- regulate feelings	**Describe and demonstrate simple strategies to help us manage feelings, including in response to change** 1. Identify and describe a range of feelings. 2. Describe some comfortable and uncomfortable feelings; describe how they might make our body feel. 3. Describe and demonstrate simple strategies that can help us manage feelings and the people who can help us 4. Demonstrate simple strategies to help us manage feelings, including in response to change
Changing and Growing	**Identify that trusted adults/family members may physically touch us as part of our daily care, during play or to show affection** 1. Identify the correct vocabulary for some of the main body parts, including genitalia (if appropriate) with support. 2. Identify trusted adults with support. 3. Recognise that some body parts remain covered and uncovered 4. Develop their understanding of consent through familiar experiences (TAC PAC, PD sessions, personal care)	**Identify how our bodies change over time & begin to identify how to keep safe** 1. Explain how bodies have changed over time including genitalia if appropriate. 2. Recognise public and private areas of their bodies 3. Identify public and private spaces. 4. Recognise appropriate & inappropriate touch 5. Recognise the need to ask for permission (consent) before we touch a person 6. Identify trusted adults.	**Describe the different types of physical contact** 1. Identify the different types of physical contact and what's appropriate and what's not. 2. Give consent using their preferred mode of communication. 3. Understand their right to make a choice if they don't want to do something. 4. Explain what it is not appropriate to do in public places; give reasons why this is the case (include masturbation if appropriate

Arts & Creativity

Arts & Creativity

Art & Creativity allows learners to develop imagination, participation and experimentation. It encourages self-expression and can build confidence and a sense of individual identity. It broadens our learners' experiences and understanding of the world around them.

The Arts add a richness to our lives. It exposes our learners to creative opportunities and provides an accessible medium for communication and expression, often easier to access than traditional language. It enables learners to explore and develop their ideas and creativity using a range of tools and media, building fine motor and problem-solving skills. It can enable learners to develop hobbies and interests which can continue to be enjoyed into their lives beyond school.

Art and Creativity supports our learners to develop their independence through teaching them transferable skills, developing their autonomy through choice making and giving them an outlet for their ideas. It provides our learners with creative tools to support them through life challenges in school and beyond. It fosters a confidence and level of self-awareness, developing a strong 'I can do' attitude, which promotes self-esteem and motivation to succeed. It also provides opportunities to work collaboratively with others and develop skills in interaction and co-operation.

The Arts are accessible to all, and therefore sessions can be fully inclusive experiences. In Art and Creativity sessions, learners should have access to a broad range of materials and equipment to allow them to experiment freely. Skills progression should be taught discretely, and opportunities given to practise these. However, the freedom to choose how to create is fundamental to developing autonomy and a 'process over product' philosophy is encouraged.

Art and Creativity is taught as three separate strands in Primary. Art and Music are split throughout the year and are taught for three half-terms each. This allows learners to build on their skills and techniques over time. Three times a year, we deliver a focussed DT week, where learners engage in a practical project linked to the overarching topic. This allows

learners the opportunity to develop an idea from the design and planning stage through to implementation and evaluation. Learners use a range of tools, materials and processes, whilst developing their curiosity, communication skills, problem solving and persistence.

The Art and Creativity Domain recognises the importance of the implementation of the concept of Head, Heart and Hand. How the essence of this is reflected in curriculum sequence and what it looks and sounds like in the classroom will be reviewed regularly and developed at Professional Development Meetings.

Arts & Creativity Programme of Study

Art and Creativity 1 Year Programme					
Art			**Music**		
Drawing	Painting	Sculpture / 3D Form	Listening	Composing	Performing

Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Drawing	**Choose a preferred drawing tool to make meaningful marks** 1. Choose a tool from a selection 2. Hold mark making tools in a more developed grip 3. Begin to copy vertical, horizontal and circular lines 4. Begin to form zigzag lines and crossed lines 5. Begin to form zigzag lines and crossed lines	**Choose a suitable drawing tool for a specific mark or pattern** 1. Choose the correct drawing tool for the designated media (e.g., whiteboard pen/white board, chalks for chalkboard) 2. Holding the tool in a tripod grip 3. Make a range of specific marks and simple patterns (e.g. draw triangles, circles and squares) 4. Make recognisable images (e.g. people, houses, animals, flowers, trees)	**Use a variety of drawing tools to begin to explore the use of line, shape colour and pattern** 1. Colour in an image with increased control 2. Increased control of marks when forming images 3. Making appropriate choice for colour and pattern
Painting	**To explore using a range of painting materials and tools** 1. Begin to experiment with different media and tools, e.g. brushes, sponges, different body parts. 2. Use mark-making tools and body parts to make lines that go up and down and round and round 3. Explore playing with colour in a variety of ways (e.g. mixing colours) 4. Create closed shapes with continuous lines and begin to use these shapes to represent objects	**To use a variety of painting materials, tools and techniques, experimenting with colour and design** 1. Use fingers and tools to paint forms that represent ideas 2. Mix own colours, including adding white to lighten and black to darken 3. Begin to choose from a limited choice the appropriate equipment for the task (e.g. thin brush for a thin line) 4. Begin to create pictures with increasing complexity and detail and represent ideas 5. Explore artistic effects to express their ideas and feelings 6. Create collaboratively, sharing ideas, resources and skills	**To further develop and refine the use of painting tools and techniques** 1. Use a variety of paint to create different effects 2. Use a variety of tools to create different effects 3. Use a variety of techniques to create different effects 4. Explore and mix colour and shade to reflect observation and imagination 5. Create different textures using a variety of materials (sawdust, bubble wrap)
Sculpture / 3D Form	**To manipulate and experiment with a range of materials** 1. Use ready-made forms (e.g. bricks/boxes) for construction 2. Explore 2d and 3d materials to create structures and pictures 3. Make simple models to express their ideas 4. Join different materials and explores different textures	**To explore and construct with a range of materials for a specific purpose** 1. Use fingers and tools to create forms that represent their ideas 2. Investigate different materials to suit a specific purpose 3. Build on previous learning by testing ideas 4. Develop their ability to represent ideas for a specific purpose	**To further develop and refine the use of construction and modelling skills and techniques** 1. Manipulate different materials and construct with a purpose in mind 2. Select tools and techniques needed to shape, assemble and join materials

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
			3. Experiment with, construct and join recycled, natural and man-made materials 4. Explore shape and form and understand the safety of materials and tools

Music
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Listening	**Begin to attend and respond to a range of music genres** 1. Show an interest in the way sounds are made (eg fast, slow, loud, quiet) 2. Listen with increasing attention to sounds 3. Notice what other children and adults do, copying and adding variations 4. March in time to music and claps to the beat in a song	**Listens attentively and expresses their feelings and responses** 1. Listen attentively to a range of music 2. Use movement to interpret music (eg will respond to a sad song) 3. Talk about music, expressing how it makes them feel 4. Express a preference when offered a choice of music	**To listen with concentration and understanding to a range of high quality live and recorded music** 1. Listen attentively to an increasing range of music genres 2. Express their opinions about a range of live and recorded music 3. Use musical descriptions: loud, quiet (dynamics); fast, slow (tempo); high, low, (pitch); long, short, pattern, sequence (rhythm/duration)
Composing	**Experiment with simple instruments and respond to a suggested beat** 1. Create rhythmic sounds and movements 2. Create sounds in a variety of way e.g. rubbing, shaking, tapping, striking or blowing, including household objects and musical instruments 3. Show an interest in the way sounds are made e.g. fast, loud, quiet 4. Invent own simple music using any equipment	**Experiment with, create and select sounds for a purpose** 1. Create simple repeated rhythms 2. Make music in a range of ways 3. Play instruments with increasing control 4. Select instruments and sounds to suit a purpose (eg quiet instruments for a lullaby, loud drums for rock music)	**Experiment with, create, select and combine sounds using the interrelated dimensions (pitch, duration, dynamics, tempo, timbre) of music** 1. Experiment with pitch (high, low) 2. Experiment with dynamics (quiet, loud) 3. Experiment with tempo (fast, slow) 4. Experiment with timbre (mellow, harsh) 5. Experiment with combining sounds to select the appropriate dimensions for a specific purpose (eg quiet, slow, mellow)
Performing	**Begin to play and share a wide variety of music and songs** 1. Begin to join in with familiar action songs 2. Play simple instruments and responds to a suggested beat 3. Experiment with different body movements in response to music 4. Explore an increasing range of music genres	**Explores and engages in music making, performing solo or in groups** 1. Remember and perform parts of familiar songs 2. Play a range of instruments with increasing control 3. Sing with a group or on their own 4. Begin to build a collection of songs and dances	**To perform songs or compositions to an audience** 1. Begin to play a range of instruments musically 2. Combine voices/instruments and movements/ actions to perform a chant or song 3. Sing/play with expression to convey a meaning

D.T.
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Design		**Construct with a purpose in mind** 1. Express and communicate their ideas using a wide range of media and forms 2. Create a plan for a product 3. Select which materials to use for a specific purpose	**Design a purposeful and appealing product based on simple design criteria** 1. Consider a range of ideas and chooses one that is appropriate for the purpose 2. Consider a range of construction materials and makes appropriate choices 3. Sketch/draw a simple plan of the proposed product
Make	**Uses various construction materials e.g. joining pieces, stacking vertically / horizontally, balancing etc.** 1. Experiment with a range of construction toys (e.g. bricks, Duplo, Lego) 2. Experiment with a range of construction materials e.g. card, paper, cardboard tubes, fabrics etc. 3. Explore different methods of joining materials (e.g. tape, glue, thread, string)	**Use simple tools and techniques to shape, assemble and join materials** 1. Select and use simple utensils, tools and equipment to perform a job 2. Develop and refines a range of methods of joining materials 3. Make simple models	**Use a range of materials and tools to construct a product** 1. Select and use tools, equipment, skills and techniques to perform practical tasks 2. Select from a range of materials according to their characteristics 3. Show increasing control in using tools and utensils to construct a product
Evaluate		**Discuss a product and its use** 1. Begin to communicate a 'like' and/or 'dislike' linked to an idea or product 2. Comment on what has happened when using their product	**Evaluate their ideas and products, explaining what works well and not so well** 1. Communicate things they did well 2. Communicate things they could improve 3. Begin to explain their reasoning