The Oak Partnership

Secondary SEND Curriculum

2024-26

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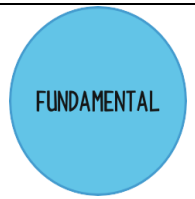
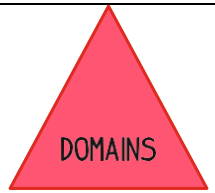
Contents

Curriculum Intent 2024-26

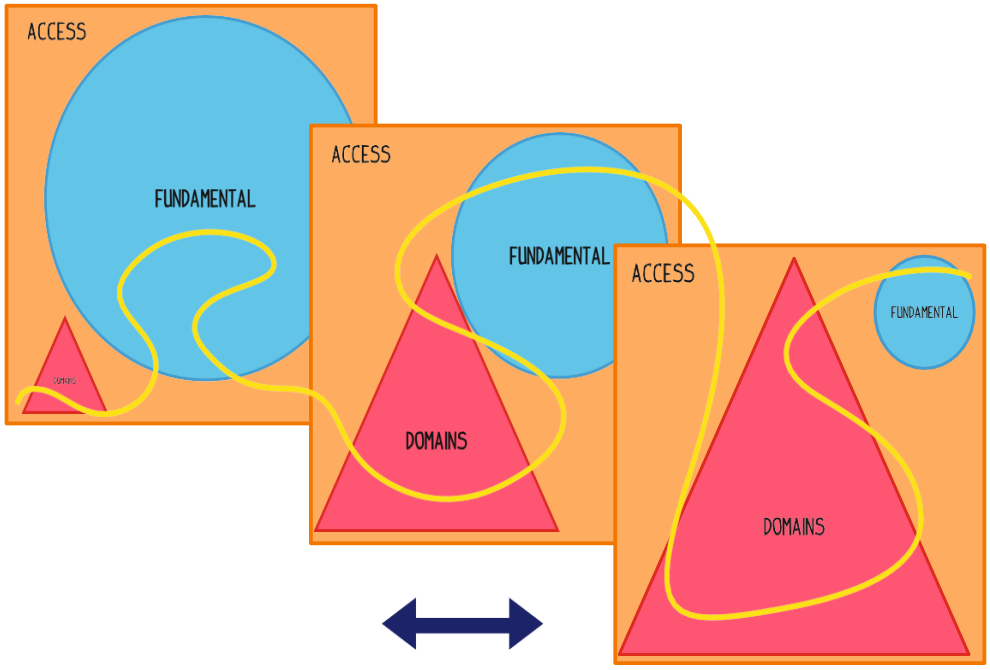
- The curriculum design is focused around five Curriculum Streams that link to developmental ages and stages. These streams are titled; Exploratory, Developing, Broadening, Blended and Pathway.
- Learners in all streams have access to a meaningful, personalised and ambitious curriculum that promotes 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;
- We strive to ensure that our learners' education 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.
- Within our Secondary phase, there is an increased focus on preparation for adulthood. This includes gaining valuable life and employment skills. Our learners also work towards qualifications in a range of areas to prepare them for life after school and help them to reach their full potential.

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:

	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.
	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.
	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.
	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

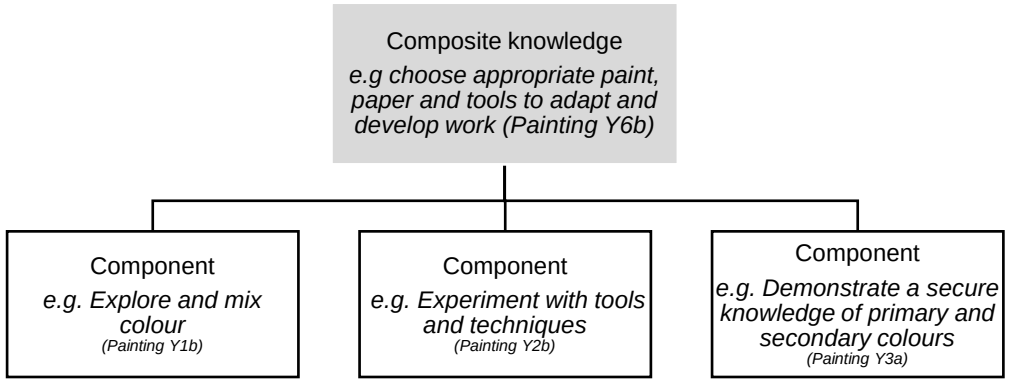
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

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.

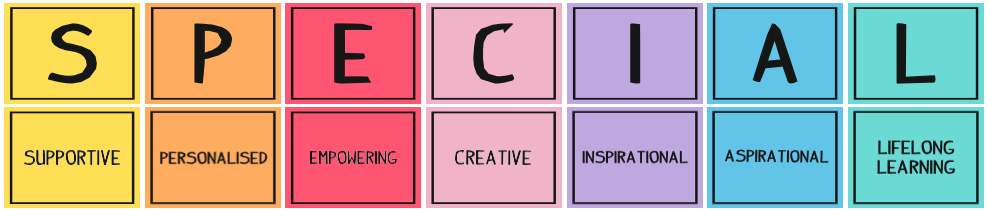
Composite: Complex knowledge, skills and ideas in our Curriculum that are formed by learning smaller building blocks.



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.

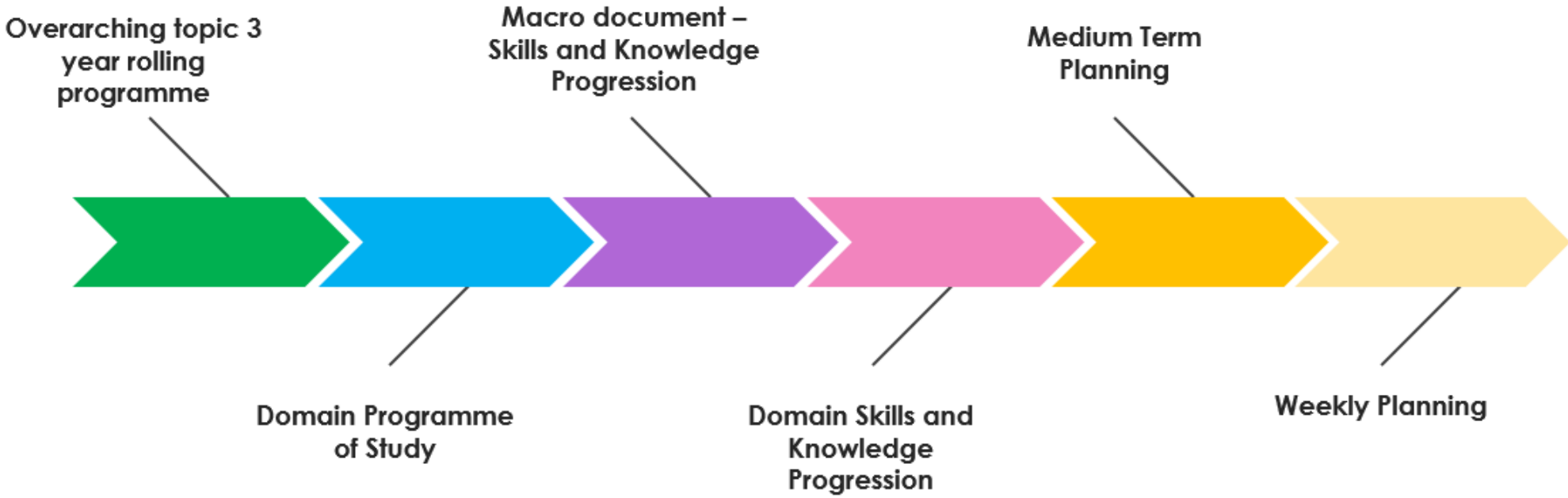
The SPECIAL curriculum provides an alternative framework for teachers to support learners outside of the Domain specific curriculum content and celebrate progress and achievements. This links to our 'Every Moment Matters' approach to celebrating small incremental steps of progress which may not otherwise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



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.



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	Pathway
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.	• Learners will use curricula knowledge across a range of domains and situations. • Learners will choose and use a preferred method of application for a range of domains • Learners will transfer skills • Learners are capable of perspective taking, understanding and consider other's perspectives. • Learners begin to think hypothetically, considering several possibilities, and can think logically. • They become more goal oriented.
Implementation	• Experiences and concrete interactions • Using senses • Manipulation of objects • Developing interests • Eliciting responses • Giving a voice • Control and choice • Therapies	• Introduction to specific domains. • Development of memory and imagination • Understanding things symbolically. • The concept of Now and Next • Exploring own attitudes and attributes	• 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	• Use a range of strategies to solve problems • Identify steps to reach a future goal and adapt if changes are needed • Demonstrate inference at a more complex level

	• Physical awareness and movement • Resilience • A thematic approach • Underpinned by EHCP and therapy targets	• Developing skills, knowledge and understanding • Expressing opinions and feelings • Simple problem solving		• Increased awareness of external events • Inference • Proficiency in knowledge.	• Awareness of how external events may affect them
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 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 Secondary Phase, working within the Exploratory Curriculum, primarily focus on their classroom, this progresses to their Key Stage Wing then and build up to transitioning throughout the wider campus and then 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.

3 Year Rolling Topic Programme

Year 1	**Autumn**		**Spring**		**Summer**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Who Am I?	Interesting Inventions	Changes through time	Planes, Trains and Automobiles	Animations	Sustainable Living
Year 2	**Autumn**		**Spring**		**Summer**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Who Am I?	Mountains and Icecaps	Iconic Figures	Our Somerset	Carnival	Coastal Critters
Year 3	**Autumn**		**Spring**		**Summer**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Who Am I?	Building in Bristol (Brunel Focus – bridges, tunnels, etc.)	City Life (Light and Dark / Night and Day)	Asian Adventures	Space	Natural Planet

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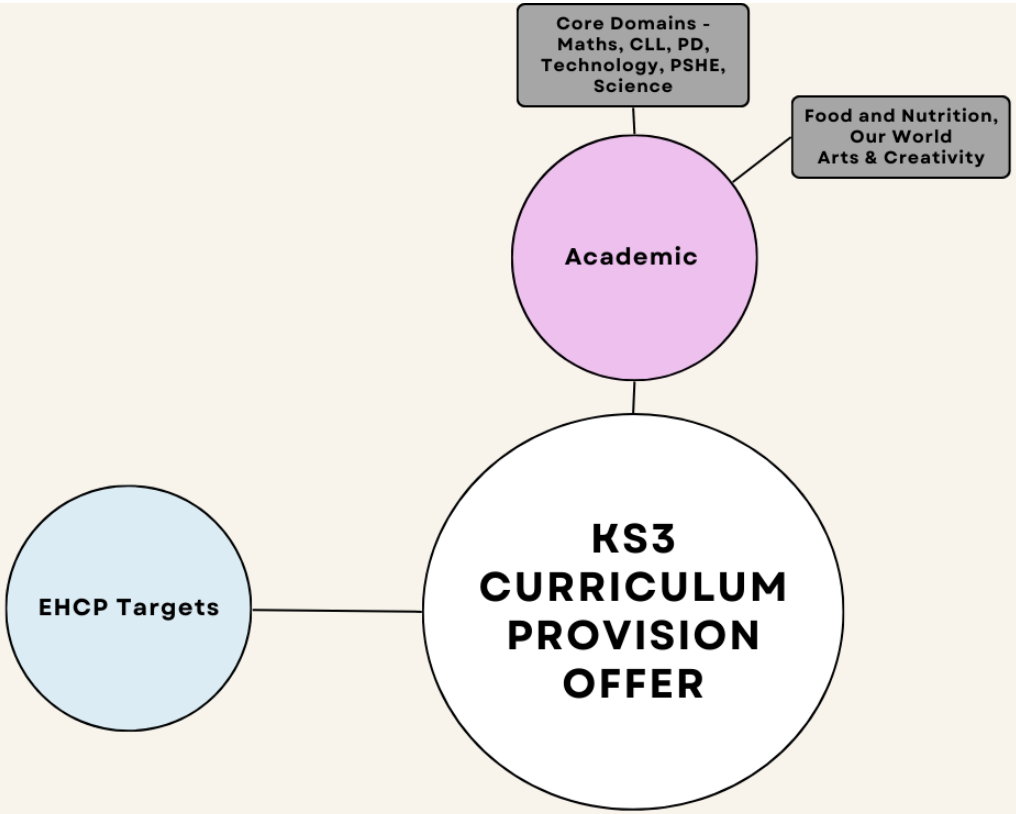
KS3 Curriculum

KS3 Curriculum Provision Offer




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, Blended or Pathway curriculum Streams. 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 and Pathway curriculum, build on the previous skills and cover objectives from the National 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

Science one year programme					
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	Broadening	Blended	Pathway
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. 5. 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	**Identify how sounds are made** 1. Associate some sounds being made with something vibrating. 2. Recognise that vibrations from sounds travel through a medium to the ear 3. Find patterns between the pitch of a sound and features of the object that produced it 4. Find patterns between the volume of a sound and the strength of the vibrations that produced it 5. Recognise that sounds get fainter as the distance from the sound source increases

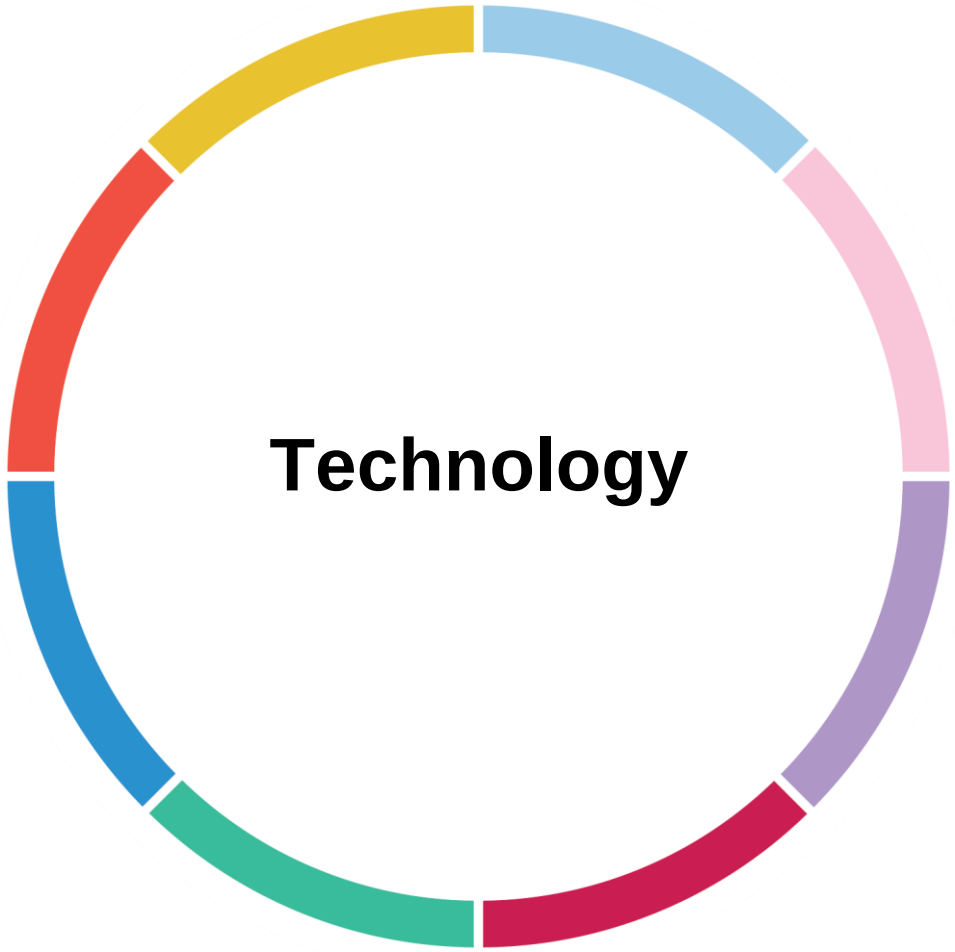
Physics: Friction, forces and electricity	**Investigate pushes, pulls and twists** 1. Can copy pushing, pulling and twisting motions 2. Demonstrate an understanding of key vocabulary e.g. push and pull by following instructions 3. Experiment with push, pulls and twists in a variety of situations	**Investigate 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** • Notice that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Notice the effects of air resistance, water resistance and friction, that act between moving surfaces • Notice that some forces need contact between two objects • 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 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 bulb lights in a simple series circuit	**Compare how things move on different surfaces when exposed to magnetism** 1. Notice that some forces need contact between two objects, but magnetic forces can act at a distance 2. Observe how magnets attract or repel each other and attract some materials and not others 3. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 4. Describe magnets as having two poles 5. Predict whether two magnets will attract or repel each other, depending on which poles are facing **Build a simple circuit, solve problems if it doesn't work and use the knowledge of conductors and insulators to say why** • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a bulb will light in

				a simple series circuit, based on whether or not the bulb is part of a complete loop with a battery • Demonstrate that a switch opens and closes a circuit and associate this with whether or not a bulb lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductor
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** 1. Match a mammal adult to its corresponding young. 2. 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	**Demonstrate a knowledge of the life cycles and life processes of a range of animals** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the changes as humans develop to old age.

			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** • Investigate basic features of mammals (fur, paws, skin, being warm blooded) • Investigate basic features of reptiles (scales, tails, legs, snake/chameleon tongues, eyes) • Investigate basic features of birds (wings, feathers, beaks, feet) 1. Compare features of mammals, reptiles and birds	**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)** • Identify animals as mammals and name them • Identify animals as birds and name them • Identify animals as reptiles and name them • Identify animals as amphibians 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 **Describe and compare the structure (skeletons and their adaptions) of common animals and the purpose of these** • Describe and compare variations within mammals (e.g. Anteaters have long claws and long tongues to get food, giraffes have long necks) • Describe and compare variations within birds (e.g. different beak types for different foods) • Describe and compare variations between reptiles (e.g. warning systems	**Demonstrate a knowledge of how living things can be grouped and classified and how their environment influences them** • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things. • Investigate how environmental changes effects the life cycles of animals • Describe the life process of reproduction in some plants and animals.

		1. Explain differences between species within a family	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)** • Match/group dry material to one other dry material • Match/group wet material to one other wet material • Match/group hard material to one other hard material • 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	**Demonstrate how materials can change through experimentation** 1. Explore the differences between solids liquids and gases 2. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 3. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 4. Demonstrate that some dissolving, mixing and changes of state are reversible changes 5. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 6. Give reasons, based on evidence from

				comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
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 6. Reflect on simple ways to improve tests, designs and concepts	**Follow practical scientific methods, processes and skills** 1. Ask relevant questions and use different types of scientific experiments to answer them 2. Set up simple practical experiments 3. Demonstrate comparative and fair tests 4. Make timely and careful observations and, where appropriate, taking accurate measurements 5. Gather, record, and present data in a variety of ways to help answer questions 6. Report findings from experiment 7. Use results to draw simple conclusions, suggest improvements and raise further questions


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

Technology one year programme					
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	Pathway 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	**Effectively edit photos, videos and sound for a range of purposes** 1. Use photos and videos to create presentations for different audiences 2. Edit photos, videos, text and sound in response to feedback 3. Apply the editing skills they have learnt to unfamiliar technologies
	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)	**Design and create simple digital content for a purpose / audience** 1. Identify which features are needed for chosen purpose / audience 2. Use a range of simple tools to create digital content (e.g. clicker, word, powerpoint) 3. Give and receive feedback on digital content with peers 4. Edit digital content to make improvements

	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	**Consider all steps of the design process when creating animations** 1. Identify the features of a good piece of animation and begin to apply these in own animations 2. Create a range of animations with increasing complexities 3. Evaluate their own content against success criteria and make improvements accordingly
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	**Use a search engine effectively to find information and images and evaluate websites for reliability of information** 1. Use search tools to find and use a piece of information or an image 2. Identify key words to use when searching safely on the internet to narrow down search results 3. Begin to identify the reliability of information I read on the internet 4. Explain to another person how search results are selected and ranked
	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	**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	**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	See below objectives – to be used for both programming units

		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	3. Give a short sequence of instructions to control a device 4. Follow 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	
Programming & algorithms	**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' 4. Identify how to correctly debug an error in a simple program	**Design, write and debug programs that accomplish specific goals** 1. Identify how to break a problem into smaller steps 2. Put programming commands into a sequence to achieve a specific outcome 3. Recognise that a sequence of commands is called an algorithm 4. Test program and debug as needed 5. Evaluate the effectiveness of their program and identify how to debug any problems 6. Use repeat commands to make programs more effective or efficient 7. Use 'if' and 'then' commands to complete a specified action within a program 8. Explain their algorithm and what is needed to make their intended action happen

	E-Safety (to be covered during E-Safety week)	**Begin to use technology in a safe way** • Ask an adult (verbally or with visual support) when they want to use online technology • Ask for help when using online technology • Observe adults modelling how to use technology online safely	**Understand and follow simple E-Safety rules** • Understand kind and unkind behaviours online • Begin to understand who to talk to about something online, a trusted adult • Know who to tell if they are unhappy with something online	**Create and follow sensible E-safety rules** • Understand which information is personal to them, e.g. name, address, birthday etc. • Understand the need to keep personal information and passwords private online. • Begin to identify safe and unsafe behaviour online	**Use technology safely, respectfully and responsibly and identify a range of ways to report concerns about online content and contact** • Use a range of technologies safely • Identify who to report concerns to about online content • Identify how to report content online


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 that 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 supports 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, Blended and Pathway 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 stream 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 – one year programme					
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 – one year programme					
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	Pathway Curriculum
Changes within living memory	**Sort pictures from the past and present of themselves** • Use photos to recall things that happened in the recent past • Begin to use words or symbols to say what they have done in the past e.g. weekend news • Recognise and name photos of family and friends	**Understand some changes over time that happened within their family** • Begin to understand they were once a baby and explore photos of themselves and others from the past • Create a basic timeline of their life so far e.g. photos of baby, toddler, reception year, now • 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** • Recall some facts about people/events before living memory and say why people may have acted the way they did • Describe things that happened to themselves and other people in the past • 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** • Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" • Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer	**Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past** • Explore the idea that there are different accounts of history • Look at different versions of the same event in history and identify the differences • Know that represent past events or ideas in a way that persuades others • Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history • Give reasons why there may be different accounts of history • Evaluate some evidence and choose the most reliable forms • Know that people both in the past have a point of view and this can effect interpretation
Significant Historical Events	**Recognise and talk about significant familiar events** • Display curiosity about people by looking at objects related	**Demonstrate understanding of the past, comparing and contrasting events** • Make connections between experiences of themselves and	**Recall some facts about people/ events before living memory and say why people may have acted in the way that they did**	**Develop a chronological secure knowledge and understanding of British, local and world history**

	to specific familiar people; events and other people • Explore/ play small world models linked to significant people e.g. Family members, doctors, nurses, police officers, superheroes • Begin to recognise their own family's history e.g. recognise close family members • Show an interest in different occupations, through role-play •	peers and communicate about this e.g. family, pets, likes and dislikes • Comment on images of familiar situations in the past, for example in books • Compare and contrast historical figures from the past and present-day equivalent • Comment about the lives of people around them and their roles in society • Show an understanding of the past through active engagement with artefacts and events •	• Look at books and artefacts to find out about a historical figure • Say why people may have acted the way they did in the past • Comment on images and information about historical figures • Retell a story from the past including a historical figure	• Understand that a timeline can be divided into BC and AD • Use a timeline to place historical events in chronological order • Describe dates of significant events from the period studied and order them • Describe the main changes in a period of history • Identify and compare changes within and across different periods of time • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain
Historical Enquiry	**Show an interest in events/objects from the past, referring to experiences, photos and stories** • Show an interest in artefacts and images from the past • Show an interest in stories relating to events in the past • 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** • Know key facts about a key historical event related to the topic • Look at similarities and differences between artefacts and images of now and the past linked to topic • Experience answering relevant questions relating to the topic	**Explore historical events and times, looking at historical pictures and objects and asking relevant questions** • Investigate historical images and artefacts relating to the topic • Practice asking and answering questions relating to the topic • Sort artefacts and images related to the topic by similarities and difference	**Construct informed responses that involve thoughtful selection and organisation of relevant historical information** • Use documents printed sources, (e.g. archive materials) the internet, data bases, pictures, photos, music, artefacts, historical buildings, visits to museums and galleries, visits to sites to collect evidence about the past • Ask questions and find answers about the past • Choose reliable sources of evidence to answer questions

Geography
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Skills and Field Work	**Demonstrate understanding of the basic features of familiar environments** • Explore different environments • Recognise and learn the names of some features of different environments i.e. beach, forest, park etc. • Recognise pictures of different environments. • 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.** • Visit / investigate indoor and outdoor local environments • Experience using simple maps within the school environment • Recognise and name features of the natural environment • 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** • Look in detail at maps of local environments • Recognise features marked on maps • Begin to use geographical language relating to the maps and local area • Begin to follow simple maps to find key features	**Follow a short route on either a large scale or an OS map** • Understand and use simple compass directions (North, South, East, West) • Make maps and construct simple keys outlining features • Compare maps with aerial photographs • Describe features of an OS map • Follow a simple route and give simple directions
Human and Physical Features	**Recognise and name simple natural and human features** • Recognise and learn the names of some of the animals and objects that can be found in the environment linked to the topic • Sort animals according to a contrasting environmental factor linked to the termly topic • Show developing curiosity about geographical features linked to a topic • Start recognising and naming some natural features and human features linked to topic	**Compare similarities between the UK and elsewhere (link to topic)** • Recognise and begin to use vocabulary of key physical features of the UK • Begin to recognise similarities between UK and elsewhere linked to a topic • Begin to compare similarities between UK and elsewhere linked to a topic. • Experience looking at a globe and locating relevant countries	**Compare similarities and differences between the UK and elsewhere including human and natural features** • Compare similarities and differences between UK and elsewhere linked to a topic • Identify and use key vocabulary of key physical features of the UK and elsewhere linked to a topic • Identify on a globe or map relevant countries	**Recognise how the environment may be improved and sustained by human action** • Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Investigate types of settlement and land use • Investigate and understand economic

				activity including trade links, and • the distribution of natural resources including energy, • food, minerals and water
Locational	**Recognise where they live, and be aware that there are other countries** • Recognise where they live, to identify their house from photos • Recognise school and explore different areas of the school • 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** • Identify the capital city for England • Learn about key features of London • Know the names of the 4 countries of the UK • Explore maps of the UK	**Name, locate and identify the 4 countries of the UK, the 4 capital cities and the surrounding seas** • Locate the four countries on a map of the UK • Name the 4 countries of the UK and their capital cities • Recognise and name the flags of the 4 countries • Find out about traditions for each country	**Locate the world's countries and major cities using maps** • Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, (including hills, mountains, coasts and rivers) • Ask simple geographical questions e.g where is it? What is it like? • Name and locate the 7 continents and 5 oceans • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere • Confidently identify significant places and environments and locate places on a world map

Religious Education

Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Values and Rules of Behaviour		**Demonstrate an awareness of religious symbols and that people have different beliefs and rules** • Explore religious symbols (match like for like) • Link symbols to a religion • Know that we are all different (have different beliefs, rules we follow, etc) and this is OK • 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.** • Know key teachings of the religions studied • Name symbols linked to specific religions • Compare school rules to rules of the religion being studied • Compare rules between Christianity and one other religion	**Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles** • Explain the practices and lifestyles involved in belonging to a faith community • Explain why different religious communities may have a different view of what is right and wrong • Show an understanding of morals and right and wrong beyond rules
Places of Worship		**Identify different special places including places of worship** • Talk about special places to them • Understand that some places can be special for their family / community • 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.** • Know the names of religious buildings important to the religions studied • Recognise features that are the same and different between a familiar building (school/home) and the religious buildings	**Understand the significance of key features of religious buildings and places of worship** • Examine a variety of places of worship and know why they are important and used • Compare and contrast the key places of worship • Explain the significance of key features of each place of worship
Religious Texts		**Identify that religions have texts that are important to them**	**Ask relevant questions and identify values/morals of key religious texts**	**Know the importance of a variety of religious texts and are familiar with some**

		• Explores stories that are special and begin to explain why • Explore religious stories and texts • Begin to identify messages in a story	• Know that different religions have different special texts and to know their names • Read stories from religious texts • Recognise that stories usually carry a moral • Recount religious stories • Be able to talk about the moral in the story	**of the key stories linked to these religions** • Know how to use a variety of sources in order to gather information linked to religions • Investigate, reflect upon, analyse and evaluate religious stories • Interpret religious language • Recall and retell familiar religious stories and understand the moral in the story • Know the names of each of the Religious texts to include; Islam, Christianity, Judaism, Hinduism
Artefacts and Symbols		**Experience different religious festivals and artefacts.** • Understand that there are different religious celebrations, some of which they may take part in, e.g. Christmas, Diwali, Eid and Hanukkah • Identify objects that are important to them and others • Explore artefacts linked to the religious celebrations	**Recognise, name and describe some religious symbols and artefacts and explain their meaning or use.** • Look at a range of symbols and artefacts relating to the religion being studied • Name some symbols and artefacts from the religion being studied • Investigate what different symbols and artefacts are used for • Explain in simple terms the meaning or use of symbols and artefacts from the religion being studied	**Know the key artefacts and symbols relating to Christianity, Judaism, Islam and Hinduism** • Refer to religious figures and books and link these to the artefacts and symbols • Explain how and why the artefacts and symbols are used in each religion • Explain in depth the meaning and use of artefacts and symbols linked to each religion • Recognise each artefact and symbol and know which

				religion this belongs too
Significant People		**Identify important people to themselves and understand within religion that there are important people** • Identify who is important to them and begin to explain why • 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.** • Understand that different religions consider different people to be important • Know the stories of key/important people from the religion being studied • Recognise and name pictures of key/important religious people	**Show an understanding of the role of a spiritual leader** • Give reasons why religious figures may have acted as they did • Refer to religious figures and holy books to explain their answers • Know the names of each spiritual leader for each religion
Beliefs		**Articulate different celebrations and the ways we celebrate them** • Recognise that people have different beliefs and celebrate special times in different ways • Explore a range of different familiar celebrations • Compare ways people celebrate the same occasion • Identify what you like / don't like or would have the same / different to someone else • Identify things that are important to us and begin to explain why	**Articulate beliefs and values and respect and understand beliefs from other religions.** • Investigate key ceremonies (wedding, baptism etc.) from the religions studied. • Recognise how important ceremonies link to religious values. • Investigate the importance of respecting others' views. • Compare Christianity to other religions studied.	**Articulate ideas, beliefs and values, explain how some teachings and beliefs are shared between religions** • Explain and demonstrate understanding of some of the different ways individuals show their beliefs • Identify similarities between ways individuals show their beliefs • Name key beliefs and values for each religion (Christianity, Judaism, Islam, Hinduism)


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 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 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 one 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	Broadening	Blended	Pathway
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. Identifies objects from a simple description 5. Identifies symbol 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. Begins to recognise letters in their name 3. Match their name 4. Scans text when looking at books/ pictures **To match photos, pictures or illustrations** 1. Explore objects, photos and symbols 2. Copy and adult modelling matching an object to photo/symbol	**Can 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. Can 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)**	**Interprets 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 apostrophe 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	**Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they read** 1. Identify what a prefix is and attach these to a range of root words 2. Demonstrate an understanding of how the prefix changes the meaning of the root word 3. Identify what a suffix is and attach these to a range of root words 4. Demonstrate an understanding of how the suffix changes the meaning of the root word **Read common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word** 1. Read a range of common exception words 2. Identify what sound families are within the common exception words 3. Identify the differences between the graphemes and phonemes within the words

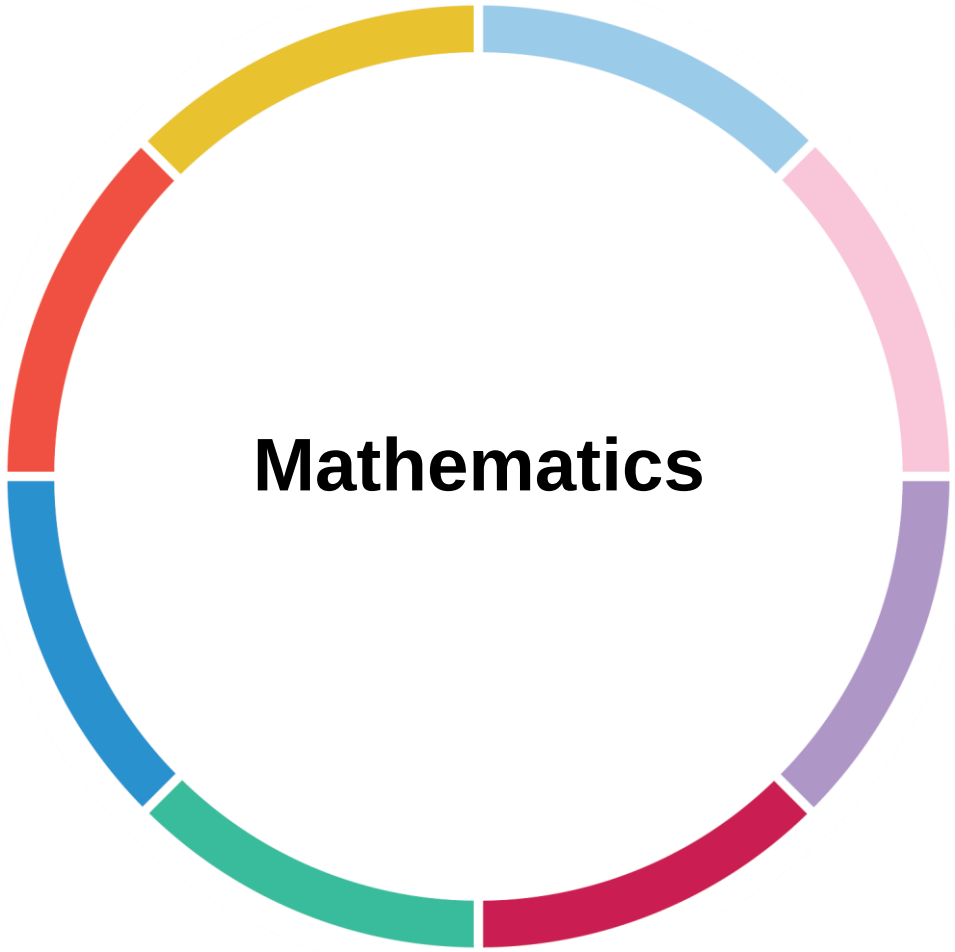
	3. Engage in match object/symbols **To focus on initial letter sounds of words (appropriate to phonics knowledge) and begin to match the object to the sound** 1. Explore initial letter sounds of a range of words through play 2. Identify initial letter sounds 3. Match object / symbol to initial letter sounds 4. Match letter sounds to letters from the alphabet	1. Can 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 5. Re-read books, consistent to phonics knowledge to build up confidence in word reading		
Reading comprehension	**Name objects using photos, symbols, word or spoken word.** 1. Selects an object or symbols from a selection of 2 2. Selects an object or symbols from a selection of 3 3. Match object to photo 4. Match object to symbol 5. Match object word or spoken word 6. Identifies 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	**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	**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	**Participate in a discussion around a wide range of texts taking turns and listening to what others say** 1. Read a wide range of texts and genres 2. Express an opinion on what they have read 3. Listen to others' express their opinions 4. Take turns to share with others' their views on the texts 5. Consider how others' views may differ from their own 6. discuss words and phrases that capture the reader's interest and imagination 7. make comparisons within and across texts 8. recommend texts that they have read to their peers, giving reasons for their choices

	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	3. Begin to anticipate key event in stories or sequence 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.		**Identify the main ideas drawn from more than one paragraph and summarise these** 1. Ask questions about a text to improve their understanding 2. Identify or highlight key words throughout the text which give information 3. Identify key themes throughout the text and communicate these to someone else 4. Summarise the main ideas within the text 5. identify how language, structure and presentation contribute to meaning **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence** 1. Identify the actions of characters within a text 2. Identify how a character may be feeling and what their thoughts or motives might be 3. Begin to give a reason for what they think the character may be feeling without referring back to the text 4. Use key words or descriptions from the text to explain their inference
Writing transcription	**Imitate writing by making continuous lines of shapes and symbols** 1. Mark making becomes progressively controlled 2. Imitate modelled movements exploring circular,	**Writes some recognisable letters** 1. Begin to form pre letter formations 2. Make recognisable marks	**Use writing as a means of recording and communication for different purposes.** 1. Explore a range of ways to recording ideas e.g. video	**Spell an increasing range of words using a dictionary to check spellings if unsure** 1. Use prefixes and suffixes to extend a root word when writing

	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	3. Make pre letter formations independently **Attempts 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 **Forms 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	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, l, 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)	2. Identify when words are misspelt 3. Use a dictionary to check spellings if unsure 4. Spell a range of words correctly that include silent letters 5. Spell a wide range of words (from National Curriculum spelling lists) independently **Understand when to use a possessive apostrophe for plurals** 1. Identify possessive apostrophes within words when reading 2. Identify where to put the possessive apostrophe in words with regular plurals e.g. girls' and boys' 3. Identify where to put the possessive apostrophe for plurals for irregular plurals e.g. children's 4. Use possessive apostrophes appropriately within their own writing **Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far** 1. Write short sentences dictated by an adult remembering the words within the sentences 2. Begin to include appropriate punctuation within short sentences dictated to them 3. Use the appropriate punctuation and words for

				sentences of increasing length dictated to them
Writing Composition	**Matches a range of objects to photos and or symbols** 1. Explore objects, photos and symbols 2. Match objects to symbols **Understands that writing is a form of communication** 1. Make marks using preferred mode of communication. 2. Track paper or a screen as make marks 3. Recognise that symbols/marks or pictures have meaning. 4. Imitate or complete actions using a mark making tool **Responds 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	**Begins 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 **Attempts 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 4. Read / hear word and attempt to form correct letters	**Begins to write a well-structured sentence** 1. Understand how words can combine to make sentences 2. Plan 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, full stops and apostrophes for contracted words as appropriate 6. Begin to punctuate sentences using exclamation marks, question marks, and commas in a list 7. Re-read what they have written to check it makes sense 8. Use a capital letter for names of people, places, days of the week and the pronoun I. **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 co-ordinating conjunctions to link words and join clauses**	**Plan their writing considering a range of features** 1. Read a range of writing to begin to understand the different features 2. Identify the structure and features needed for the writing they are planning, e.g. type of poetry, or settings characters etc. 3. Identify the vocabulary needed for the topic of their writing 4. Record their plan to refer back to when writing **Draft their writing using a plan and evaluate effectiveness** 1. Use plan to support their writing 2. Check sentences make sense before writing 3. Use paragraphs to organise information around a theme as appropriate 4. Proof-read writing for spelling and punctuation errors including identifying when to use punctuation for effect 5. Evaluate the effectiveness of own writing and begin to identify possible improvements 6. Evaluate the effectiveness of others' writing and suggest improvements 7. Edit work based on feedback given to improve **Use conjunctions to join clauses** 1. Identify the subordinating conjunctions when, if, that, because within a text

			1. Explore words and adding them together 2. Use the words ‘and and ‘or’ to link words / phrases, e.g. this or that 3. Explore putting sentences together 4. Join two sentences using ‘and’, ‘or’, and ‘but’	2. Notice which two clauses are being joined together by the subordinating conjunctions when, if, that, because 3. Create their own sentences using subordinating conjunctions 4. Identify the conjunctions: before, after, while, and so within a text 5. Notice which two clauses are being joined together by the conjunctions: before, after, while, and so 6. Create their own sentences using conjunctions


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. We are committed to offer a strong, holistic approach to teaching maths to all our learners. The focus on independence, critical thinking and real-life applications is key to helping learners see the relevance of maths in their everyday lives. Ultimately, the outcome is to give our learners more independence and to prepare them for adulthood.

As maths is an integral part of our daily life, we focus on understanding the real-life relevance of maths. This is done through recognising numbers used within practical tasks, telling time, measuring ingredients, or understanding money. This helps learners connect abstract concepts to tangible and practical outcomes, which can make maths feel less intimidating and more applicable.

We aim to develop a positive attitude towards maths and develop problem solving skills. There is an emphasis on cultivating a “can-do” attitude and not being afraid to make mistakes. Mistakes are an essential part of the learning process and can foster a growth mindset.

Maths is taught through a cross-curricular, multi-sensory approach. This allows for concepts to be applied in a range of concepts and using a wide of practical resources and materials. There is also a focus on making maths sessions as engaging and purposeful as possible.

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

Maths one year programme					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Number – Place Value Pattern Statistics	Number – Addition and Subtraction Position and Direction	Number – Multiplication and Division Number – Place Value	Shape Measure – Time and Money	Measure – Length, Volume and Mass Number – Place Value	Shape Fractions, Decimals and Percentages

Mathematics Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Number & Place Value	**Count up to 5 and beyond.** 1. Engage in counting-like behaviour 2. Put numbers in order, some of which are in the right order (ordinality) 3. Point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. 4. Recognise numerals 0 to 10 **Have a deep understanding of numbers up to 5 (representing, comparison, composition).** 1. Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 2. Link numerals with amounts up to 5. 3. Subitise up to 3 objects 4. Compare and recognise changes in numbers of things, using words like more, lots or 'same' 5. Compare two small groups of up to 5 objects, identifying when there are the same number of objects in each group	**Count to and across 20.** 1. Recite numbers from 0 to 20 2. Count back from 20 to 0 3. Has an understanding of 1:1 correspondence in different arrangements 4. Put numerals in order 0 to 20 (ordinality) 5. Count up to 20 objects from a larger group **Have a deep understanding of numbers up to 10 (representing, comparison, composition).** 1. Engage in subitising numbers up to 6 in regular arrangements (Cardinality) 2. Match numerals to quantities (up to 10) 3. Use number names and symbols when comparing numbers and quantities 4. Begin to estimate of numbers of things, showing understanding of relative size 5. Show 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. Count forwards up to 100 beginning from any number 2. Count backwards from 100 3. Count across 100 forwards and backwards, recognising the patterns in ones, tens 4. Compare and order numbers to 100 and beyond 5. Recognise the place value of each digit in a 3-digit number 6. Partition 2 digit and then 3-digit numbers into hundreds, tens and ones using structured resources (e.g.: Base ten, abacus) **Have a deep understanding of number to 20, including representing and composition.** 1. Can write and read numbers to 20 and beyond 2. Can identify and represent numbers using objects and pictorial representations including the number line 3. Use the language of equal to	**Understand the relationship between powers of 10 from 1 hundredth to 10 million** 1. Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10 2. Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100 3. Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1 4. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01 5. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01 **Recognise the place value of each digit in numbers up to 10 million, including decimal fractions** 1. Recognise the place value of each digit in four-digit numbers 2. Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit 3. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit 4. Round any whole number to a required degree of accuracy

				5. Use negative numbers in context, and calculate intervals across zero 6. Recognise the place value of each digit in numbers with up to 2 decimal places 7. Compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning 8. Reason about the location of any number up to 10 million in the linear number system
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. Help combining 2 groups of objects 3. Show interest in taking concrete objects away from a group 4. Begin to demonstrate that numbers are made up (composed) of smaller numbers	**Automatically recall number bonds to 10.** 1. Separate a group of up to 10 objects in different ways, beginning to recognise that the total is still the same 2. Recall number bonds up to 5 (including subtraction facts) 3. Identify 1 more and 1 less 4. Recall number bonds to 10 5. Help to find missing numbers within number bonds to 10	**Read, write and solve mathematical statements involving addition (+), subtraction (–) and equals (=) signs.** 1. Can identify addition, subtraction and equal signs 2. Read and write addition and subtraction equations 3. Solve mixed addition and subtraction questions 4. Demonstrate understanding of inverse relationship of addition and subtraction 5. Solve 1 step problems with addition and subtraction and missing numbers **Represent and use mental recall of number bonds and related subtraction facts within 10 and some number bonds to 20.** 1. Has a part/part/ whole understanding 2. Know 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. Use a number line/ bar model to find/check the answers	**Use arithmetic properties, inverse relationships, and place-value understanding to explore calculations** 1. Add up to four-digit numbers using column methods 2. Subtract up to four-digit numbers using column methods 3. Manipulate the additive relationship (Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure) 4. Understand and use the commutative property of addition, and understand the related property for subtraction 5. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why 6. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

			Add and subtract up to 3 digit numbers, including using column method 1. Calculate complement pairs to 100 2. Add and subtract two two-digit numbers 3. Add and subtract three-digit numbers and ones 4. Add and subtract three-digit numbers and tens 5. Add and subtract three digit numbers without bridging 10 6. Show that addition can be done in any order (commutative law) and subtraction of one number from another can not	
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. Help to distribute quantities equally between 2 groups, using concrete apparatus	**Can count in multiples of twos, fives and tens up to 100.** 1. Count in 2s up to 100 2. Count in 5s up to 100 3. Can count in 10s up to 100 4. Identify the pattern in counting in steps of 2,5,10 5. Use a number line to find/check the answers **Recall multiplication and corresponding division facts in the 10, 5, 2 tables** 1. Recall and use multiplication and division facts for the 10, 5, 2 tables 2. Solve one- step problems involving multiplication, by calculating the answer using repeated addition, mental methods, arrays and a calculator 3. Solve one- step problems involving division, by calculating the answer using	**Understand that 2 numbers can be related multiplicatively, and quantify multiplicative relationships (by a whole number)** 1. Apply known multiplication facts to solve real-life problems 2. Apply known division facts to solve real-life problems, including quotitive (grouping) and partitive (sharing) division 3. Multiply and divide whole numbers by 10 and 100 (keeping to whole numbers, e.g. no decimal points) 4. Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size **Use a given multiplicative calculation to complete a related calculation, using arithmetic**

			repeated subtraction, arrays and a calculator 4. Show that multiplication of two numbers can be done in any order (commutative law) and division cannot **Recall multiplication and corresponding division facts in the 3, 4, and 8 tables** 1. Recall and use multiplication and division facts for the 3, 4, 8 tables 2. Solve one- step problems involving multiplication, by calculating the answer using repeated addition, mental methods, arrays and a calculator 3. Solve one- step problems involving division, by calculating the answer using repeated subtraction, arrays and a calculator 4. Show that multiplication of two numbers can be done in any order (commutative law) and division cannot	**properties, inverse relationships, and place-value understanding** 1. Manipulate multiplication and division equations, to demonstrate the commutative property 2. Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors 3. Understand and apply the distributive property of multiplication **To multiply and divide numbers using informal and formal written methods.** 1. Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. 2. Divide a number with up to 4 digits by a one-digit number using a formal written method. 3. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
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. Identify 2 equal parts to make a whole 3. Identify half of an object	**Can recognise, find and name a half of an object, shape or quantity.** 1. Understand that a half is one of two equal parts 2. Identify halves of objects, shapes and quantities 3. Practically dividing objects, shapes and quantities into 2 equal parts 4. Explain whether two parts of a whole are equal	**Recognise when fractions can be simplified and use common factors to simplify fractions.** 1. Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts 2. Find unit fractions of quantities using known division facts (multiplication tables fluency) 3. Find non-unit fractions of quantities

			5. Write simple fractions, eg 1/2 of 8 = 4 **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.** 1. Understand that a quarter is one of 4 equal parts for the objects, shapes and quantities 2. Identify quarters of objects, shapes and quantities 3. Practically divide objects, shapes and quantities into half and half again to find 4 equal parts 4. Write simple fractions, eg ¼ of 8 = 2 5. Recognise the equivalence of 2/4 and 1/2	**Compare fractions with different denominators, including fractions greater than 1(using reasoning, and choose between reasoning and common denomination as a comparison strategy).** 1. Reason about the location of any fraction within 1 in the linear number system 2. Express fractions in a common denomination 3. Use this to compare fractions that are similar in value 4. Reason about the location of mixed numbers in the linear number system 5. Find equivalent fractions and understand that they have the same value and the same position in the linear number system **Add and subtract fractions and convert them into decimals and percentages** 1. Add and subtract fractions with the same denominator 2. Convert mixed numbers to improper fractions and vice versa 3. Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. 4. Recall decimal fraction equivalents for ½, ¼ , 1/5 and , and 1/10 for multiples of these proper fractions 5. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction

				with denominator 100, and as a decimal 6. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts 7. Solve problems which require answers to be rounded to specified degrees of accuracy **Solve problems with ratio and proportion** 1. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts 2. Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison 3. Solve problems involving similar shapes where the scale factor is known or can be found 4. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Measurement	**Shows an interest in exploring capacity, size and length and weight.** 1. Identify big and small objects 2. Identify full and empty containers 3. Identify heavy and light objects	**Compare capacity and volume, length, mass and weight.** 1. Compare volume of containers e.g. full or empty 2. Compare length of objects by physically aligning objects e.g. longer or shorter	**Use standard metric units to measure to the nearest appropriate unit and read scales for length (m/cm/mm) mass/weight (kg/g), capacity and volume {l/ml) and temperature (C).** • Compare, describe and order containers by their volume and capacity	**Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.** 1. Divide 100 into 2, 4, 5 and 10 equal parts and read corresponding scales

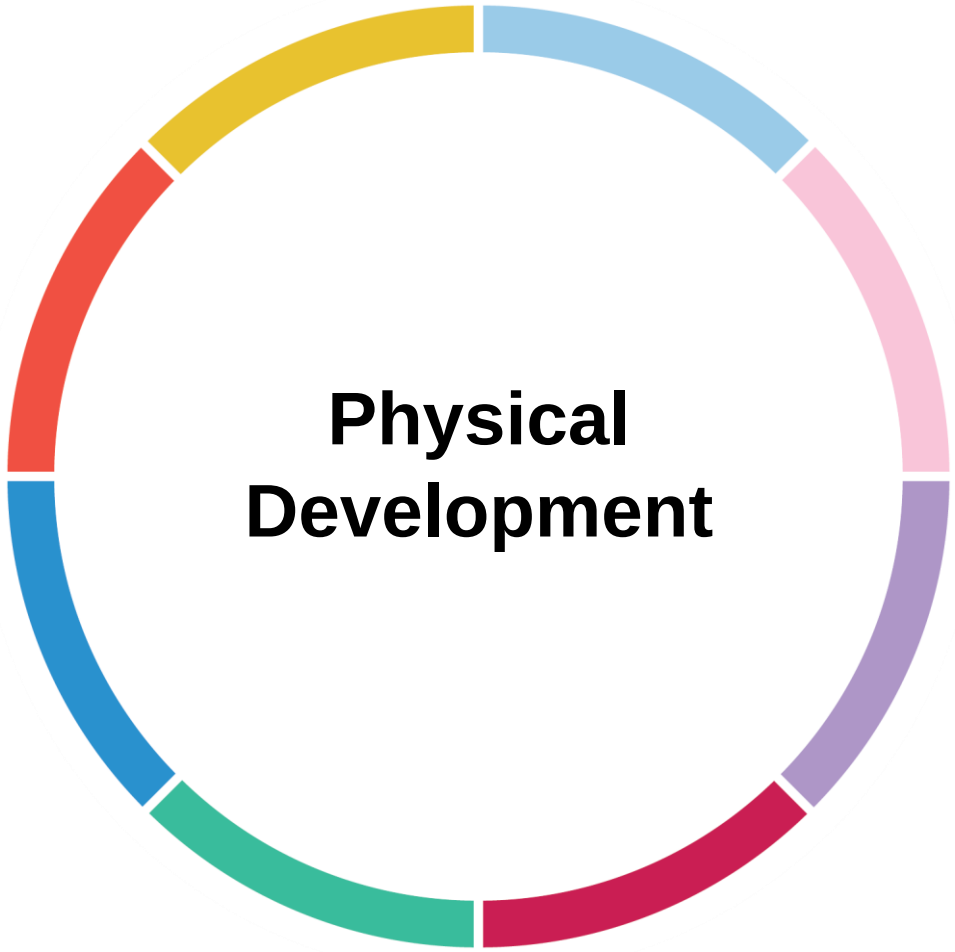
		3. Compare objects by their mass **Recognise coins.** 1. Match coins 2. Recognise 1p, 2p and 5p coins 3. Recognise 10p, 20p, 50p, £1, £2 **Show understanding of time-related language** 1. Understand that things might happen now and next in routine 2. Help with changing Now and Next board 3. Help with setting visual timetable for each day of the week 4. Show interest in sand timers and understand that they measure a period of time	• Compare, describe and order objects by length and height • Compare, describe and order objects by their mass • Compare, describe and start measuring temperature (only positive) 3. Start using standard equipment and metric units of measure 4. Read scales in divisions in a variety of 5. Record the results for length, mass, capacity and temperature using the correct unit of measure 6. Solve practical problems for length, mass and volume **Compare, describe and solve practical problems for time.** 1. Sequence events in chronological order using language e.g.: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening 2. Recognise and use language relating to dates, including days of the week, weeks, months and years 3. Tell the time to the nearest hour and to the half past the hour 4. Tell time to quarter past/to the hour and draw hands on a clock face to show these times 5. Tell and write time to five minutes 6. Read analogue and digital clocks.	2. Divide 1,000 into 2, 4, 5 and 10 equal parts, and read corresponding scales/number lines 3. Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 4. Convert between units of measure, including using common decimals and fractions 5. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 6. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places 7. Convert between miles and kilometres **Solve problems with measure** • Solve problems involving converting between units of time • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use the formulae for area and volume of shapes

			7. Knows the number of minutes in an hour, number of hours in a day **Solve simple practical addition and subtraction problems with money, using the same unit, including giving change** 1. Recognise and explain the value of all coins 2. Recognise and explain the value of all notes 3. Calculate the total value of the coins in a set 4. Combine amounts to make a particular value up to £1 5. Find different combinations of coins that equal the same amounts of money 6. Solve simple practical addition and subtraction problems with money	• Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]
Properties of Shapes	**Responds to both informal language and common shape names.** 1. Match 2D shapes to pictures 2. Match some 2D shapes with different sizes and orientations 3. Recognises some common 2D shapes in familiar orientation 4. Sort contrasting shapes into two groups, e.g. circles and squares	**Recognise 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. Copy a picture using 2D shapes to make the picture	**Recognise 2D shapes presented in different orientations.** 1. Identify, discuss and compare 2D shape, including heptagons, octagons and nonagons 2. Sort 2D shapes according to their properties, including number of sides and corners 3. Recognise lines of symmetry in simple 2D shapes 4. Recognise right angles as a property of shape or a description of a turn e.g turn 90 degrees, and identify right angles in 2D shapes presented in different orientations. 5. Draw polygons by joining marked points, and identify	**Solve problems involving missing angles.** 1. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles 2. Draw given angles, and measure them in degrees (˚) 3. identify: a. angles at a point and one whole turn (total 360˚) b. angles at a point on a straight line and ½ a turn (total 180˚) other multiples of 90˚ 4. Use the properties of rectangles to deduce related facts and find missing lengths and angles 5. Distinguish between regular and irregular polygons based

		2. Put several 2D shapes together to make a picture of their own composition 3. Combine shapes to make a different shape 4. Copy a picture using 3D shapes	parallel and perpendicular sides **Recognise and describe 3D shapes presented in different orientations.** 1. Identify, discuss and compare 3D shapes, including prisms and pyramids 2. Sort 3D shapes according to their properties including the number of edges, vertices and faces 3. Recognise the nets of common 3D shapes **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 4. Compose polygons from smaller shapes	on reasoning about equal sides and angles. 6. Compare, estimate and measure angles in degrees (°) **Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.** 1. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, 2. Draw 2-D shapes using given dimensions and angles 3. Recognise, describe and build simple 3-D shapes including making nets 4. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons 5. Illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius 6. Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal 7. Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant **Use the relationship between side-length and perimeter, and between**

				side-length and area to calculate unknown values. 1. Find the perimeter of regular and irregular polygons 2. Compare areas and calculate the area of rectangles (including squares) using standard units **Solve problems with the lines of symmetry in 2D shapes in different orientations.** 1. Identify line symmetry in common 2D shapes 2. Identify lines of symmetry in polygons presented in different orientations 3. Reflect shapes in a line of symmetry 4. Complete a symmetric figure or pattern with respect to a specified line of symmetry
Position & Direction	**Respond to simple spatial, directional and positional language.** 1. Create 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. 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. 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	**Describe position, direction and movement, including whole, half, quarter and three-quarter turns.** 1. Describe direction and movement of a whole turn 2. Describe direction and movement of a half a turn 3. 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	**Identify and describe the results of translations, rotations and reflections** 1. Identify the position of a shape following a reflection or translation, and know that the shape has not changed 2. Describe positions on the full coordinate grid (all four quadrants) 3. Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

		backwards, inside and outside		
Pattern	**Explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).** 1. Show some interest in patterns in the environment 2. Match AB pattern using real objects 3. Match ABC pattern using concrete objects 4. Continue an AB pattern using concrete objects	**Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat.** 1. Continue repeated pattern; e.g. AAB, ABB, AABB 2. Make own repeated patterns 3. Identify which part of the pattern is repeating (the rule)	**Investigate, create and describe more complex patterns.** 1. Compose pattern block images 2. Copy, extend and develop repeating and radiating pattern block patterns 3. Describe complex patterns 4. Investigate complex patterns	
Statistics			**Solve problems using bar charts, pictograms and simple tables** 1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 3. Ask and answer questions about totaling and comparing categorical data 4. Interpret and present data using bar charts, pictograms and tables 5. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables	**Solve comparison problems using information presented in graphs and tables** 1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs 2. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 3. Complete, read and interpret information in tables, including timetables 4. Interpret and construct pie charts and line graphs and use these to solve problems


Physical
Development

Physical Development

Being active is part of everyday life. 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

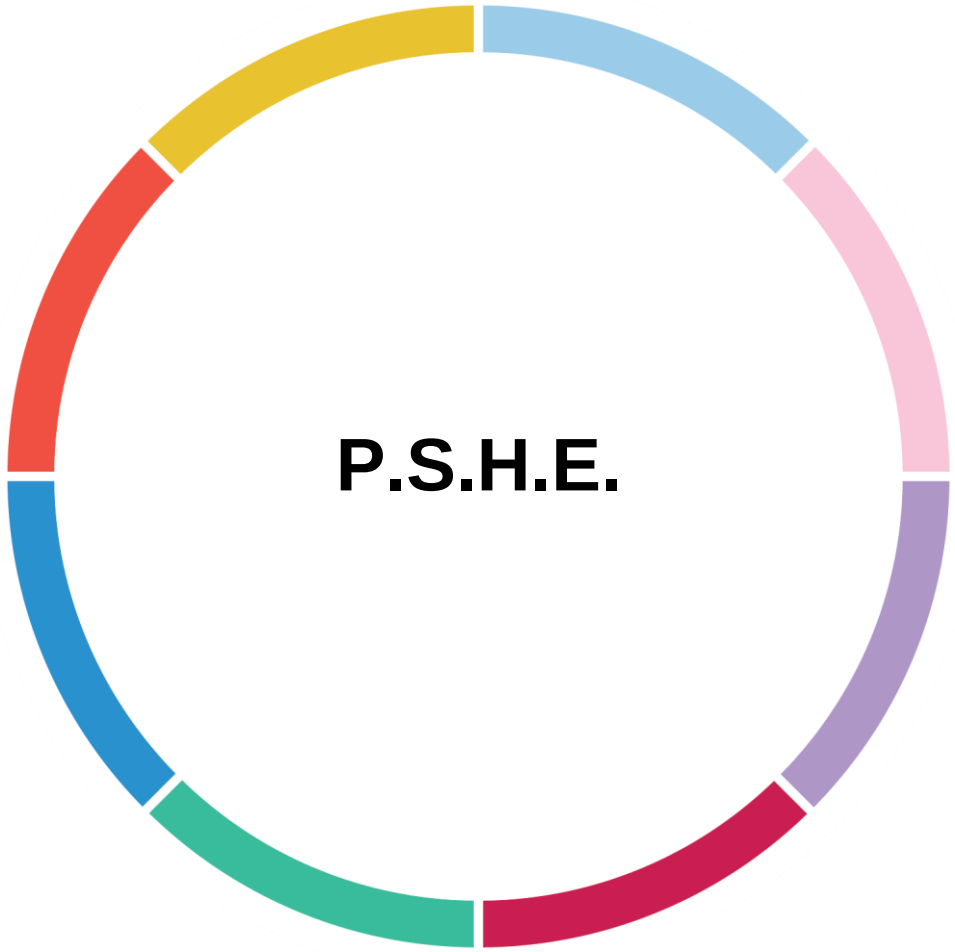
Physical Development one year programme					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Games	Gymnastics	Games	Dance	Athletics	Athletics

Physical Development Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Games	**Participate in a short throwing and catching game 1:1 or small groups** • Experiencing throwing a ball using an underarm technique • Throw a ball towards a target • Experience catching balls of different sizes and shapes with or without external support • Take turns with peers and / or adults	**Play a range of striking and fielding games, with support as needed** • Throw a ball using an overarm technique • Throw and catch a ball using an appropriate technique for the target • Strike a ball with varying equipment with developing accuracy • Choose appropriate equipment in order to achieve the best results • Follow adult instruction	**Take part in games with peers and/or adults following the rules of the game** • Throw and catch with control and accuracy • Strike a ball and field with accuracy • Follow the rules of a game and play fairly • Choose and combine techniques in game situations • Develop tactical understanding of games	**Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending** • Make conscious decisions to apply techniques in response to the changing game whilst following the rules • Develop tactical understanding of games and share with team players • Use strategies to intercede game play as part of an attacking plan • Use body movement to block and redirect as part of an attacking plan • Use delay strategies as part of a defending plan • Provide cover for teammates as part of a defending plan
Gymnastics	**Copy gymnastics shapes/techniques e.g. rolls and jumps with some support when modelled** • Develop awareness of body parts and space • Experience making shapes with their bodies e.g. long and tall, short and small, squeezing bodies into boxes and tunnels. • Experience different body rolls with adult support e.g. rolling sideways, teddy bear roll etc. • Develop overall balance and control of body • Jump from the ground and from a low level	**To demonstrate gymnastics shapes/techniques e.g. rolls and jumps when asked** • Move with control and awareness of space • Develop different forms of balance • Jump in a variety of ways and land with increasing control and balance • Copy and perform different types of shapes/rolls/jumps • Hold a balance whilst balancing on different parts of the body	**Link two or more actions to make a sequence** • Show contrasting movements (small / tall, straight / curved, wide/ narrow) • Demonstrate a variety of gymnastics rolls • Plan, perform and repeat sequences • Show changes of direction, speed and level during a sequence	**Demonstrate flexibility, strength, technique, control and balance through a sequence of movements** • Link contrasting movements with control to demonstrate technique • Link a variety of controlled gymnastics rolls as part of a sequence • Plan, perform and repeat extended sequences with controlled technique • Demonstrate flexibility and strength through changes of direction and speed during an extended sequence
Dance	**Move body parts to music as instructed**	**Choose how to move to music depending on the tempo/rhythm/speed**	**Link two or more actions to perform a sequence**	**Perform dances using a range of movement patterns**

	• Move arms to action songs • Move legs to action songs • Move arms and legs to action songs • Copy waving or moving an item of equipment	**showing careful control and coordination** • Move limbs to match the rhythm of the music • Choose movements to communicate a mood, feeling or idea • Create a dance move with an item of equipment (ribbon/hoop) • Show a preference towards a certain type of dance or music	• Move in a clear, fluent and expressive manner • Refine movements into sequences • Show control in using equipment • Plan, perform and repeat sequences • Change speed and levels within a dance	• Copy, remember and adapt a set choreography • Choreograph a routine, considering structure individually, with a partner or in a group • Use action and reaction to represent an idea as part of a partner performance • Change dynamics to express changes in character or narrative
Athletics	**Begin to demonstrate a range of athletic techniques; for example: running, throwing and jumping** Running: • Show control in the speed of their movements • Explore speed/pace over a variety of distances • Travel towards a fixed point Throwing: • Throw objects from/to a fixed point • Throw an object towards a target with increased accuracy • Throw an object accurately from an increased distance Jumping: • Stepping and jumping on/off contrasting surfaces • Begin to demonstrate a standing jump, taking off with two feet and landing on two feet • Use arms to propel self-forwards/upwards	**Refine athletic techniques; for example: running, throwing and jumping using a wider range of athletic equipment** Running: • On command, move from a start point to an end point and then stop/finish • Move from point to point overcoming obstacles (hurdles) Throwing: • Demonstrate throwing an object with an underarm and overarm technique • Demonstrate the appropriate throwing technique for the equipment (e.g. shot put) Jumping: • Begin to develop a running jump, taking off from one foot • 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: • Demonstrate the ability to run varying distances with/without obstacles • Compete against peers in races • Identify what went well and aim to improve their performance Throwing: • Demonstrate the correct technique for the equipment without prompting • Compete against peers and compare the distance of objects thrown • Identify what went well and aim to improve their performance Jumping: • Demonstrate a long jump without prompting	**Use running, jumping, throwing and catching in isolation and in combination** Running: • Demonstrate how and when to speed up and slow down when running over distance • Use knowledge to plan a running strategy to compete against peers • Demonstrate control when running and link smoothly into another action (e.g. throwing, jumping) Throwing: • Show accuracy and power when throwing for distance • Demonstrate balance when performing other fundamental skills Jumping: • Jump for distance and height with an awareness of technique • Jump for distance and height showing balance and control • Show control at take-off and landing in more complex jumping activities

			• Compete against peers and compare the distances jumped • Identify what went well and aim to improve their performance	• Combine running, jumping and hopping actions with greater control and co-ordination


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.

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

Learners are taught how to recognise and display respectful and appropriate behaviour online in order to be able to keep themselves safe and understand how their online actions can affect others. This also helps learners to consolidate their understanding of what positive and healthy relationships look like both online and in the real world.

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.

The Relationships and Sex Education curriculum is planned for each key stage so delivery is age appropriate but context and teaching are tailored to meet the specific needs of learners at different developmental stages. Topics under this umbrella include; body awareness, personal hygiene, appropriate touch and behaviour (including consent), public and private places and situations as well as reproduction and sexual health.

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 one year programme		
Autumn Term	**Spring Term**	**Summer Term**
Health Education	Relationships Education	Sex Education

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

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Relationships Education	**Demonstrate awareness of others and respond to them appropriately** • Responds to familiar adults through eye contact, gestures, or vocalisations • Shows recognition of peers and begins to engage in parallel play • Responds to greetings and simple social routines (e.g. waving, smiling back) • Begins to show preference for certain people or activities • Accepts comfort or reassurance from familiar adults when upset	**Identify and respond to familiar people for interaction and support** • Identifies familiar people and begins to name friends • Takes turns and shares with adult support • Understands simple rules for kindness and cooperation • Begins to understand personal space and consent • Seeks help from trusted adults when upset or unsure	**Begin to understand different types of relationships and healthy behaviours within them** • Describes different types of relationships (e.g. family, friends) • Recognises respectful and disrespectful behaviour • Understands how to be a good friend and resolve simple conflicts • Knows how to ask for help and who to go to • Begins to understand diversity and inclusion	**Understand and demonstrate the qualities of healthy relationships** • Identifies a range of relationships (e.g. family, friends, carers, professionals) and their roles • Demonstrates respectful behaviour in different social settings (e.g. school, community) • Understands the qualities of healthy friendships and how to manage conflict • Recognises bullying and knows how to report it • Understands the importance of trust, honesty, and boundaries in relationships
Sex Education	**Demonstrate an awareness of public and private spaces and how to participate in personal care routines** • Tolerates or participates in personal care routines with support (e.g. nappy changing, dressing) • Begins to recognise their own body in mirrors or photos • Responds to the idea of “private” and “public” with adult modelling (e.g. toileting in private)	**Recognise body parts and demonstrate an understanding of privacy and consent** • Names basic body parts using correct terms • Understands the concept of privacy (e.g. toileting, dressing) • Begins to understand that their body belongs to them • Responds appropriately to “yes” and “no” in physical interactions	**Begin to understand puberty and how to keep themselves safe** • Understands changes to the body during puberty • Knows the difference between safe and unsafe touch • Understands the concept of consent in simple terms • Recognises private body parts and their boundaries	**Have an increasing understanding of the effects of puberty and safety in relationships** • Describes physical and emotional changes during puberty with increasing confidence • Understands the concept of consent and personal boundaries in more depth • Recognises appropriate and inappropriate touch and knows how to respond

	• Begins to show awareness of body boundaries (e.g. pulling away, covering up) • Accepts support for dressing and undressing in appropriate contexts	• Understands that some touches are not okay and can say “no”	• Understands how to stay safe in relationships, including online	• Understands the basics of human reproduction (where appropriate) • Demonstrates understanding of online safety in the context of relationships and privacy
Health Education	**Respond to and participate in hygiene routines and their own sensory cues** • Participates in hygiene routines with support (e.g. handwashing, wiping face) • Responds to physical needs (e.g. hunger, thirst, tiredness) through behaviour or communication • Explores food, water, and rest through sensory experiences • Begins to tolerate or enjoy physical activity (e.g. movement games, outdoor play) • Shows awareness of changes in their body (e.g. feeling hot, cold, or unwell)	**Demonstrate increasing independence in personal hygiene routines and begin to how to keep healthy mentally and physically** • Follows hygiene routines with increasing independence • Identifies healthy foods and habits • Begins to understand feelings and how to express them safely • Participates in physical activity and understands its benefits • Recognises when they feel unwell and communicates this	**Understand how to keep themselves mentally and physically healthy** • Makes informed choices about food, exercise, and rest • Understands the importance of mental wellbeing and how to seek support • Knows basic first aid (e.g. calling 999, treating a cut) • Understands the effects of substances (e.g. medicine vs. harmful substances) • Begins to manage emotions and use strategies to self-regulate	**Identify positive strategies for and make good decisions regarding mental and physical health** • Makes informed decisions about personal health, including diet, exercise, and sleep • Identifies strategies for managing emotions and mental wellbeing • Understands the risks associated with substances (e.g. smoking, alcohol, medicines) • Demonstrates basic first aid skills (e.g. treating minor injuries, calling for help) • Understands how to maintain personal hygiene and manage bodily changes


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. 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 one year programme					
Art			**Music**		
Drawing	Painting	Sculpture / 3D Form	Listening	Composing	Performing

Art
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Drawing	**Choose a preferred drawing tool to make meaningful marks** • To choose a tool from a selection • Hold mark making tools in a more developed grip • Begin to copy vertical, horizontal and circular lines • Begin to form zigzag lines and crossed lines • Begin to form zigzag lines and crossed lines	**Choose a suitable drawing tool for a specific mark or pattern** • Choose the correct drawing tool for the designated media (e.g., whiteboard pen/white board, chalks for chalkboard) • Holding the tool in a tripod grip • Make a range of specific marks and simple patterns (e.g. draw triangles, circles and squares) • 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** • Colour in an image with increased control • Increased control of marks when forming images • Making appropriate choice for colour and pattern	**Use a variety of different media and materials to experiment with different visual elements: line, texture, tone, colour, shape and pattern** • Experiment with different grades of pencil to explore line, texture, tone, colour shape and pattern • Make informed choices in drawing (paper and media) • Use a variety of material for their work • Demonstrate a wide variety of media of ways to use dry and wet media
Painting	**To explore using a range of painting materials and tools.** • To begin to experiment with different media and tools, e.g. brushes, sponges, different body parts. • To use mark-making tools and body parts to make lines that go up and down and round and round • To explore playing with colour in a variety of ways (e.g. mixing colours) • To 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** • To use fingers and tools to paint forms that represent ideas • To mix own colours, including adding white to lighten and black to darken • To begin to choose from a limited choice the appropriate equipment for the task (e.g. thin brush for a thin line) • To begin to create pictures with increasing complexity and detail and represent ideas • To explore artistic effects to express their ideas and feelings • To create collaboratively, sharing ideas, resources and skills	**To further develop and refine the use of painting tools and techniques** • Use a variety of paint to create different effects • Use a variety of tools to create different effects • Use a variety of techniques to create different effects • Explore and mix colour and shade to reflect observation and imagination • Create different textures using a variety of materials (sawdust, bubble wrap)	**To create different effects and variety of colours and textures using paint** • Mix a variety of colours and develop colour vocabulary to identify which primary colours make secondary colours • Make and match colours with increasing accuracy and use specific colour vocabulary (tint, tone, shade, hue) • Plan and create different effects and textures with paint • Choose appropriate paper, paint and tools to adapt and develop their work

				• Research, test and evaluate the use of different media and materials and their effects
Sculpture / 3D Form	**To manipulate and experiment with a range of materials** • Uses ready-made forms (e.g. bricks/boxes) for construction • Explores 2d and 3d materials to create structures and pictures • Makes simple models to express their ideas • Joins different materials and explores different textures	**To explore and construct with a range of materials for a specific purpose** • Uses fingers and tools to create forms that represent ideas • Investigates different materials to suit a specific purpose • Builds on previous learning, refining ideas • Develops their ability represent them	**To further develop and refine the use of construction and modelling skills and techniques** • Manipulate different materials and construct with a purpose in mind • Select tools and techniques needed to shape, assemble and join materials • Experiment with, construct and join recycled, natural and man-made materials • Explore shape and form and understand the safety of materials and tools	**Use a variety of recycled, natural and man-made materials to create sculptures (wood, clay, plaster papier mâché and salt dough)** • Plan, design, make and adapt a sculpture through drawing and other preparatory work • Create sculptures and constructions with increasing independence • Talk about and evaluate their work showing understanding about chosen materials, shape, space and form • Sculpt using clay and develop different techniques and scales (slabs, coils and slips)

Music
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Drawing	**Choose a preferred drawing tool to make meaningful marks** • Choose a tool from a selection • Hold mark making tools in a more developed grip • Begin to copy vertical, horizontal and circular lines • Begin to form zigzag lines and crossed lines • Begin to form zigzag lines and crossed lines	**Choose a suitable drawing tool for a specific mark or pattern** • Choose the correct drawing tool for the designated media (e.g., whiteboard pen/white board, chalks for chalkboard) • Holding the tool in a tripod grip • Make a range of specific marks and simple patterns (e.g. draw triangles, circles and squares) • 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** • Colour in an image with increased control • Increased control of marks when forming images • Making appropriate choice for colour and pattern	**Use a variety of different media and materials to experiment with different visual elements: line, texture, tone, colour, shape and pattern** • Experiment with different grades of pencil to explore line, texture, tone, colour shape and pattern • Make informed choices in drawing (paper and media) • Use a variety of material for their work • Demonstrate a wide variety of media of ways to use dry and wet media
Painting	**To explore using a range of painting materials and tools.** • Begin to experiment with different media and tools, e.g. brushes, sponges, different body parts. • Use mark-making tools and body parts to make lines that go up and down and round and round • Explore playing with colour in a variety of ways (e.g. mixing colours) • 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** • Use fingers and tools to paint forms that represent ideas • Mix own colours, including adding white to lighten and black to darken • Begin to choose from a limited choice the appropriate equipment for the task (e.g. thin brush for a thin line) • Begin to create pictures with increasing complexity and detail and represent ideas • Explore artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills	**To further develop and refine the use of painting tools and techniques** • Use a variety of paint to create different effects • Use a variety of tools to create different effects • Use a variety of techniques to create different effects • Explore and mix colour and shade to reflect observation and imagination • Create different textures using a variety of materials (sawdust, bubble wrap)	**To create different effects and variety of colours and textures using paint** • Mix a variety of colours and develop colour vocabulary to identify which primary colours make secondary colours • Make and match colours with increasing accuracy and use specific colour vocabulary (tint, tone, shade, hue) • Plan and create different effects and textures with paint • Choose appropriate paper, paint and tools to adapt and develop their work

				• Research, test and evaluate the use of different media and materials and their effects
Sculpture / 3D Form	**To manipulate and experiment with a range of materials** • Use ready-made forms (eg bricks/boxes) for construction • Explore 2d and 3d materials to create structures and pictures • Make simple models to express their ideas • Join different materials and explores different textures	**To explore and construct with a range of materials for a specific purpose** • Use fingers and tools to create forms that represent ideas • Investigate different materials to suit a specific purpose • Build on previous learning, refining ideas • Develop their ability represent them	**To further develop and refine the use of construction and modelling skills and techniques** • Manipulate different materials and construct with a purpose in mind • Select tools and techniques needed to shape, assemble and join materials • Experiment with, construct and join recycled, natural and man-made materials • Explore shape and form and understand the safety of materials and tools	**Use a variety of recycled, natural and man-made materials to create sculptures (wood, clay, plaster papier mâché and salt dough)** • Plan, design, make and adapt a sculpture through drawing and other preparatory work • Create sculptures and constructions with increasing independence • Talk about and evaluate their work showing understanding about chosen materials, shape, space and form • Sculpt using clay and develop different techniques and scales (slabs, coils and slips)

D.T.
Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Design		**Construct with a purpose in mind** • Express and communicates their ideas using a wide range of media and forms • Follow scaffolded support to create a plan for a product • Select which materials to use for a specific purpose	**Design a purposeful and appealing product based on simple design criteria** • Consider a range of ideas and chooses one that is appropriate for the purpose • Consider a range of construction materials and makes appropriate choices • Sketch/draw a simple plan of the proposed product	**Create a product design based on needs, wants, preferences and values of a consumer** • Model their ideas using more complex prototypes • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes • Carry out investigations, information sources, including ICT when developing design ideas • Generate ideas through consumer research • Create detailed labelled drawings of design • Plan the order of their work, choose appropriate materials, tools and techniques
Make	**Uses various construction materials e.g. joining pieces, stacking vertically / horizontally, balancing etc.** • Experiment with a range of construction toys (eg bricks, duplo, lego) • Experiment with a range of construction materials eg card, paper, cardboard tubes, fabrics etc • Explore different methods of joining materials (eg tape, glue, thread, string)	**Use simple tools and techniques to shape, assemble and join materials** • Select and use simple utensils, tools and equipment to perform a job • Develop and refines a range of methods of joining materials • Make simple models	**Use a range of materials and tools to construct a product** • Select and use tools, equipment, skills and techniques to perform practical tasks • Select from a range of materials according to their characteristics • Show increasing control in using tools and utensils	**Construct permanent products by using a combination of appropriate tools, equipment, components techniques and materials** • Understand and show safe working procedures • Select tools and equipment/materials in relation to the skills and techniques they will be using • Measure, mark out, cut, score, join and assemble materials and

				components safely and accurately, using a variety of appropriate tools, equipment and techniques • Make modifications to their designs and product as they go along
Evaluate		**Discuss a product** • Begin to communicate a 'like' and/or 'dislike' linked to an idea or product • Comment on what has happened when using their product	**Evaluate their ideas and products, explaining what works well and not so well** • Communicate things they did well • Communicate things they could improve • Begin to explain their reasoning	**Evaluate the quality of the design and the purpose of the product** • Evaluate their work during the project, suggesting improvements • Evaluate the ideas and products against the original design specification, both and during at the end of the production • Peer evaluation – their own and others products during and at the end of the production • Record evaluations using drawings with labels


Food and Nutrition

Food and Nutrition

Food and Nutrition is a vital part of the curriculum that nurtures independence, promotes well-being and prepares learners for life post-education. We recognise the diverse needs and abilities of our pupils and tailor our Food and Nutrition provision to ensure it is accessible, meaningful, and engaging at every stage of their educational journey. Food and Nutrition lessons provide opportunities for learners to develop their independence skills and build their self-esteem and confidence by producing a finished product at the end of the session. Social skills can also be developed during cookery lessons by working as a team, practice the skills of sharing and waiting for equipment, ingredients and for the food to be cooked. This also allows for key practice of communication skills such as making requests, making choices and communicating yes and no. At a higher level, Food and Nutrition practices core skills such as maths and reading through measuring ingredients and following recipes. Our learners are encouraged to learn how to cook both for enjoyment but also as a way to learn how to stay healthy. Healthy lifestyles are promoted through an understanding of nutrition, where food comes from and food hygiene.

Our Food and Nutrition curriculum aims to teach our learners how to prepare and cook healthy snacks and meals in order to build their independence for life after school. This spans from early food exploration, identifying likes and dislikes and cooking for enjoyment in Primary to meal preparation in Sixth Form.

Food and Nutrition also provides opportunities to celebrate diversity and culture through exploring a wide range of foods, traditions and dietary needs. This allows our learners to experience foods within a safe, multi-sensory, pressure free environment in which they may be more willing to taste them and broaden their diets.

Food and Nutrition allows for preparation for adulthood, independent living, or employment opportunities by allowing practice of skills in real-life contexts, such as budgeting, shopping, planning. Whilst this is practiced throughout the school, this is particularly focussed within Key Stage 4 and 5 as part of their life skills development and vocational pathways.

Food and Nutrition Programme of Study

Food and Nutrition one year programme					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Carbohydrates	Biscuits / cakes theme	Protein	Vegetable	Fruit	Celebration / finished products

Food and Nutrition

Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Preparing dishes	**Engage in cooking activities using a range of cooking equipment, skills and foods.** • Explore using a range of cooking equipment in play and practical activities • Explore a range of cooking skills through play and practical activities • Explore cooking with food which is animal based and plant based	**Use basic cooking skills and equipment to create a range of foods** • Begin to understand what a range of basic cooking equipment is used for • Begin to use basic cooking skills • Begin to understand that food comes from around the world and explore a range of foods from different cultures and climates	**Use the basic principles of a healthy and varied diet to prepare dishes.** • Name and use a basic range of cooking equipment and explain what it does: • Begin to name and use a range of basic cooking skills	**Understand and apply the basic principles of a healthy and varied diet –** *this is covered within science and PSHE objectives***.** **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** • Name and use a range of cooking skills with increasing confidence and accuracy to prepare increasingly challenging ingredients • Use an extended range of cooking equipment and explain its function and purpose with increasing accuracy
Food processing			**Understand where food comes from.** • Understand that all food comes from plants or animals – give examples of foods that come from animals / plants • Identify whether plant based foods grow above ground or below ground • Give basic examples of how food is changed from farm to fork to make it safe to eat • Give examples of food which are produced within the UK	**Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.** • Understand which part of the animal or plants different food comes from e.g. chicken wings, stem / fruit / roots of a plant • Begin to understand how foods are processed to make them safe to eat • Understand where to find food within shops and at home e.g. refrigerator cupboards etc • Begin to understand and give examples of foods which are

				grow in different places due to climate and conditions • Name foods which are produced outside of the UK
Food hygiene			**Understand and follow basic food hygiene rules** • Know how get ready to cook – e.g. wash hands, roll up sleeves etc • Understand and give examples of food which should be kept in the fridge, cupboard or freezer	**Demonstrate their understanding of food hygiene rules and what they need to do before, during and after cooking** • Get themselves ready to cook • Demonstrate effective food hygiene whilst cooking • Demonstrate how to keep cooking space clean after cooking • Understand that food needs to be stored in different places and use food storage labels on packaging to confirm correct storage • Understand how to safely store leftover food
Equipment to be used in each curriculum stream		Bowl Spoon Cutters measuring spoons	Fork Knife rolling pin weighing scales chopping board grater saucepan cake tin sieve	Baking tray muffin tray garlic press peeler vegetable knife whisk blender colander
Cooking skills to be taught in each curriculum steam		Mix spread (soft ingredients) measure using measuring spoons cut out with cutters spoon ingredients to different containers	Peel snip with scissors spread evenly over food measure using measuring jug or scales grate (soft foods) shape cut out with cutters (positioning carefully to avoid wasting ingredients) crush juice arrange	Grate (firmer foods and zesting) shape with greater precision press (garlic press) spoon ingredients (using two spoons) peel to create ribbons mix (fold ingredients together) measure accurately (using digital scales, analogue scales) thread firmer foods cut firm foods with a vegetable knife using: fork secure, claw grip, bridge hold

			thread (soft foods onto a skewer) sift cut soft foods with table knife progressing to firmer foods with a vegetable knife using: fork secure, claw grip and bridge hold	

The Oak Partnership

KS4 Curriculum

KS4 Provision – Vocational

Learners within KS4 are offered the same domain areas as KS3, with the exception of Arts and Creativity.

The curriculum for learners within Key Stage Four has a focus on developing vocational, life and employment skills alongside our curriculum domain areas. Learners work towards a vocational qualification in two of the following five NCFE areas: Sport, Leisure and Tourism; Employability and Social Development, Hospitality and Catering; Retail and Service Enterprise and Land-based. They also have the option of completing a Duke of Edinburgh award alongside one of the NCFE areas.

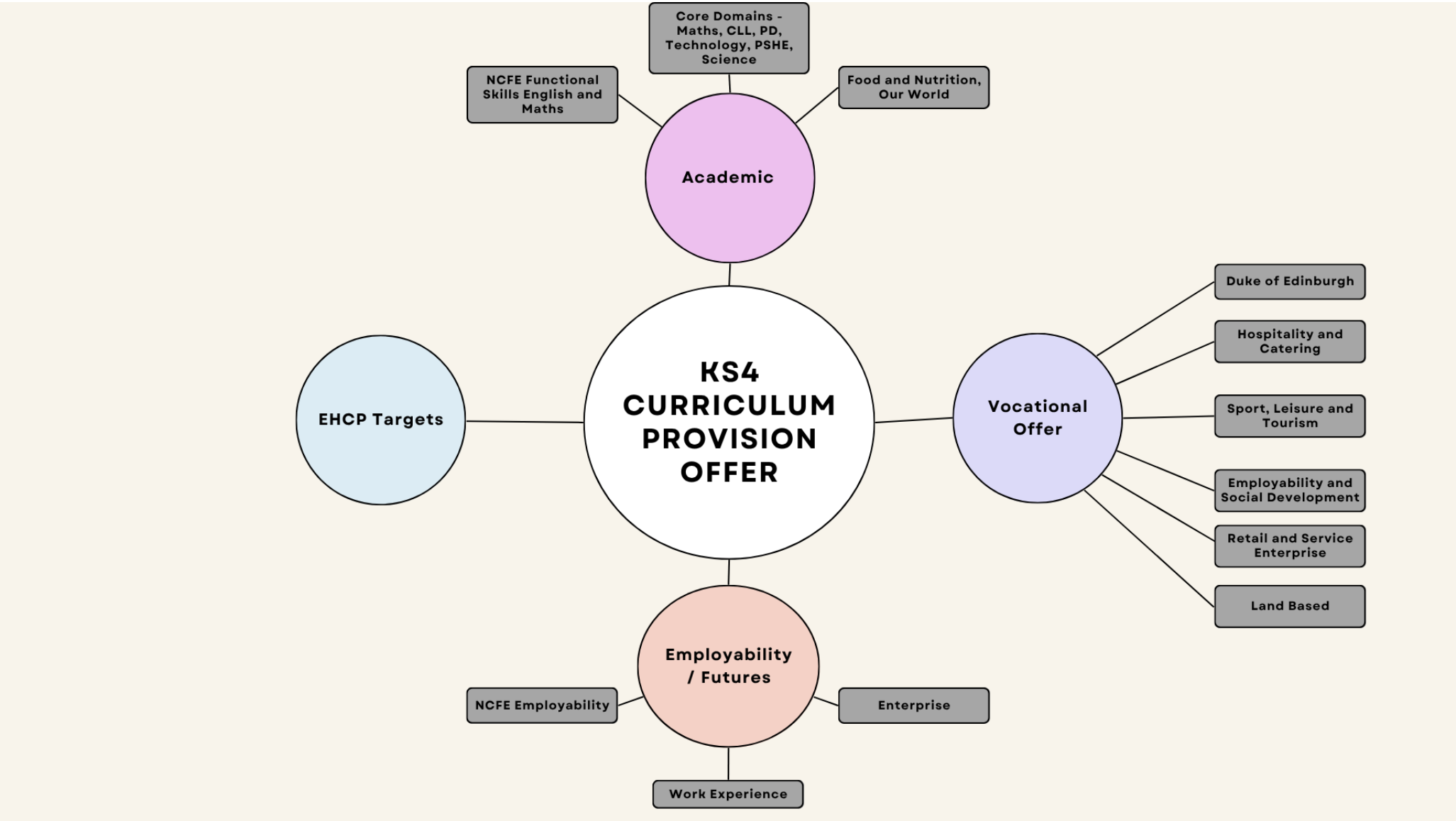
These vocational options were selected for the KS4 curriculum as they are practical in nature and develop the skills needed for independence and working towards employment. There is a focus on preparing learners beyond school and future life. As learners are given the choice as to which vocational options they would like to participate in, this enables them to focus on awakening and developing their passions and interests.

Learners are working towards qualifications in three different levels: our internal Pre-Entry level assessments; NCFE Entry Level 3 and NCFE Level 1. This is dependent on which curriculum stream learners are working within and the appropriateness of each qualification level.

A further element of our vocational offer within KS4 is learners have the option to complete Duke of Edinburgh Awards in Bronze, Silver and Gold. This works on developing confidence and the skills needed to navigate future lives outside of school. The Duke of Edinburgh Awards aim to build self-esteem, support learners to take on challenges, build resilience, develop problem-solving and teamwork skills, develop communication skills, follow passions and discover interests and talents. There are four main sections within a Duke of Edinburgh programme: Volunteering, Physical, Skills and Expedition. Within the Gold level, there is also a Residential section.

The KS4 curriculum Provision Offer is detailed below.

KS4 Curriculum Provision Offer




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 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 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 one year programme					
Autumn		**Spring**		**Summer**	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Non-Fiction Non-Chronological 'List, Labels & Captions'	Instructions	Recount Non- Fiction Chronological	Information text Non-Fiction Non – Chronological	Instructions Non – Fiction Chronological	Persuasive Writing

Communication, Language and Literacy

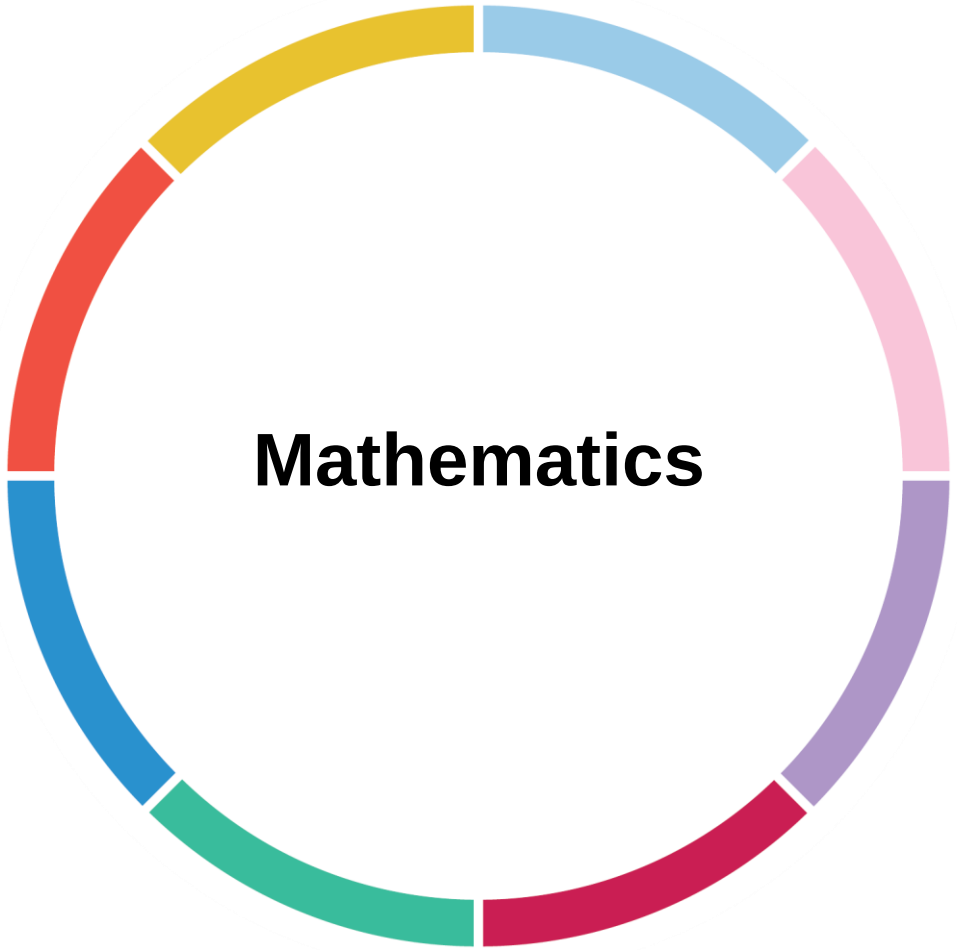
Skills and Knowledge Progression

Strands	Developing	Broadening	Blended	Pathway
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. Identifies objects from a simple description 5. Identifies symbol 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 focus on initial letter sounds of everyday words 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	**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)** 2. Can identify letters of the alphabet when heard 3. Read a range of high frequency words 4. Segment the sounds in phonic appropriate sentences and blend together 5. Read a range of teacher created sentences with decodable words	**Interprets 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	Accessing NCFE Entry Level 3 +

	3. Match object / symbol to initial letter sounds 4. Match letter sounds to letters from the alphabet	6. Re-read books, consistent to phonics knowledge to build up confidence in word reading		
Reading comprehension	**Name objects using photos, symbols, word or spoken word.** 1. Selects an object or symbols from a selection of 2 2. Selects an object or symbols from a selection of 3 3. Match object to photo 4. Match object to symbol 5. Match object word or spoken word 6. Identifies 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	**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	**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	
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	**Writes some recognisable letters** 1. Begin to form pre letter formations 2. Make recognisable marks 3. Make pre letter formations independently **Forms recognisable (lower and upper case) letters, most of which are correctly formed**	**Use writing as a means of recording and communication for different purposes.** 1. Explore a range of ways to recording 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	

	4. Make continuous lines and patterns when mark making	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	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, l, 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	**Matches a range of objects to photos and or symbols** 1. Explore objects, photos and symbols 2. Match objects to symbols **Understands that writing is a form of communication** 1. Make marks using preferred mode of communication. 2. Track paper or a screen as make marks 3. Recognise that symbols/marks or pictures have meaning. 4. Imitate or complete actions using a mark making tool	**Attempts 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 4. Read / hear word and attempt to form correct letters	**Begins to write a well-structured sentence** 1. Understand how words can combine to make sentences 2. Plan 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, full stops and apostrophes for contracted words as appropriate 6. Begin to punctuate sentences using exclamation marks, question marks, and commas in a list 7. Re-read what they have written to check it makes sense 8. Use a capital letter for names of people, places,	

			days of the week and the pronoun I.	



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. We are committed to offer a strong, holistic approach to teaching maths to all our learners. The focus on independence, critical thinking and real-life applications is key to helping learners see the relevance of maths in their everyday lives. Ultimately, the outcome is to give our learners more independence and to prepare them for adulthood.

As maths is an integral part of our daily life, we focus on understanding the real-life relevance of maths. This is done through recognising numbers used within practical tasks, telling time, measuring ingredients, or understanding money. This helps learners connect abstract concepts to tangible and practical outcomes, which can make maths feel less intimidating and more applicable.

We aim to develop a positive attitude towards maths and develop problem solving skills. There is an emphasis on cultivating a “can-do” attitude and not being afraid to make mistakes. Mistakes are an essential part of the learning process and can foster a growth mindset.

Maths is taught through a cross-curricular, multi-sensory approach. This allows for concepts to be applied in a range of concepts and using a wide of practical resources and materials. There is also a focus on making maths sessions as engaging and purposeful as possible.

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

Maths 1 Year Programme					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Number – Place Value Pattern Statistics	Number – Addition and Subtraction Position and Direction	Number – Multiplication and Division Number – Place Value	Shape Measure – Time and Money	Measure – Length, Volume and Mass Number – Place Value	Shape Fractions, Decimals and Percentages

Mathematics Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway
Number & Place Value	**Count up to 5 and beyond.** 1. Engage in counting-like behaviour 2. Put numbers in order, some of which are in the right order (ordinality) 3. Point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. 4. Recognise numerals 0 to 10 **Have a deep understanding of numbers up to 5 (representing, comparison, composition).** 1. Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 2. Link numerals with amounts up to 5. 3. Subitise up to 3 objects 4. Compare and recognise changes in numbers of things, using words like more, lots or 'same' 5. Compare two small groups of up to 5 objects, identifying when there are the same number of objects in each group	**Count to and across 20.** 1. Recite numbers from 0 to 20 2. Count back from 20 to 0 3. Has an understanding of 1:1 correspondence in different arrangements 4. Put numerals in order 0 to 20 (ordinality) 5. Count up to 20 objects from a larger group **Have a deep understanding of numbers up to 10 (representing, comparison, composition).** 1. Engage in subitising numbers up to 6 in regular arrangements (Cardinality) 2. Match numerals to quantities (up to 10) 3. Use number names and symbols when comparing numbers and quantities 4. Begin to estimate of numbers of things, showing understanding of relative size 5. Show 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. Count forwards up to 100 beginning from any number 2. Count backwards from 100 3. Count across 100 forwards and backwards, recognising the patterns in ones, tens 4. Compare and order numbers to 100 and beyond 5. Recognise the place value of each digit in a 3-digit number 6. Partition 2 digit and then 3-digit numbers into hundreds, tens and ones using structured resources (e.g.: Base ten, abacus) **Have a deep understanding of number to 20, including representing and composition.** 1. Can write and read numbers to 20 and beyond 2. Can identify and represent numbers using objects and pictorial representations including the number line 3. Use the language of equal to	Accessing NCFE Qualifications Entry Level 3 +
Addition & Subtraction	**Begin to combine and separate concrete objects and start noticing the change.** 1. Show interest in number rhymes where the number of	**Automatically recall number bonds to 10.** 1. Separate a group of up to 10 objects in different ways, beginning to	**Read, write and solve mathematical statements involving addition (+), subtraction (–) and equals (=) signs.**	

	objects increases or decreases 2. Help combining 2 groups of objects 3. Show interest in taking concrete objects away from a group 4. Begin to demonstrate that numbers are made up (composed) of smaller numbers	recognise that the total is still the same 2. Recall number bonds up to 5 (including subtraction facts) 3. Identify 1 more and 1 less 4. Recall number bonds to 10 5. Help to find missing numbers within number bonds to 10	1. Can identify addition, subtraction and equal signs 2. Read and write addition and subtraction equations 3. Solve mixed addition and subtraction questions 4. Demonstrate understanding of inverse relationship of addition and subtraction 5. Solve 1 step problems with addition and subtraction and missing numbers	
Measurement	**Shows an interest in exploring capacity, size and length and weight.** 1. Identify big and small objects 2. Identify full and empty containers 3. Identify heavy and light objects	**Compare capacity and volume, length, mass and weight.** 1. Compare volume of containers e.g. full or empty 2. Compare length of objects by physically aligning objects e.g. longer or shorter 3. Compare objects by their mass **Recognise coins.** 1. Match coins 2. Recognise 1p, 2p and 5p coins 3. Recognise 10p, 20p, 50p, £1, £2 **Show understanding of time-related language** 1. Understand that things might happen now and next in routine 2. Help with changing Now and Next board 3. Help with setting visual timetable for each day of the week 4. Show interest in sand timers and understand that they measure a period of time	**Use standard metric units to measure to the nearest appropriate unit and read scales for length (m/cm/mm) mass/weight (kg/g), capacity and volume {l/ml) and temperature (C).** • Compare, describe and order containers by their volume and capacity • Compare, describe and order objects by length and height • Compare, describe and order objects by their mass • Compare, describe and start measuring temperature (only positive) 1. Start using standard equipment and metric units of measure 2. Read scales in divisions in a variety of measurements 3. Record the results for length, mass, capacity and temperature using the correct unit of measure 4. Solve practical problems for length, mass and volume **Compare, describe and solve practical problems for time.** 1. Sequence events in chronological order using language e.g.: before and	

			after, next, first, today, yesterday, tomorrow, morning, afternoon and evening 2. Recognise and use language relating to dates, including days of the week, weeks, months and years 3. Tell the time to the nearest hour and to the half past the hour 4. Tell time to quarter past/to the hour and draw hands on a clock face to show these times 5. Tell and write time to five minutes 6. Read analogue and digital clocks. 7. Knows the number of minutes in an hour, number of hours in a day **Solve simple practical addition and subtraction problems with money, using the same unit, including giving change** 1. Recognise and explain the value of all coins 2. Recognise and explain the value of all notes 3. Calculate the total value of the coins in a set 4. Combine amounts to make a particular value up to £1 5. Find different combinations of coins that equal the same amounts of money 6. Solve simple practical addition and subtraction problems with money	
Properties of Shapes	**Responds to both informal language and common shape names.**	**Recognise common 2D and 3D shapes presented in different orientations.**	**Recognise 2D shapes presented in different orientations.**	

	1. 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. Sort contrasting shapes into two groups, e.g. circles and squares	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	1. Identify, discuss and compare 2D shape, including heptagons, octagons and nonagons 2. Sort 2D shapes according to their properties, including number of sides and corners 3. Recognise lines of symmetry in simple 2D shapes 4. Recognise right angles as a property of shape or a description of a turn e.g. turn 90 degrees, and identify right angles in 2D shapes presented in different orientations. 5. Draw polygons by joining marked points, and identify parallel and perpendicular sides **Recognise and describe 3D shapes presented in different orientations.** 1. Identify, discuss and compare 3D shapes, including prisms and pyramids 2. Sort 3D shapes according to their properties including the number of edges, vertices and faces 3. Recognise the nets of common 3D shapes	
Position & Direction	**Respond to simple spatial, directional and positional language.** 1. Create 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. 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,	**Describe position, direction and movement, including whole, half, quarter and three-quarter turns.** 1. Describe direction and movement of a whole turn 2. Describe direction and movement of a half a turn 3. 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	

		forwards and backwards, inside and outside 2. 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	turning clockwise with movement on a clock face	
Statistics			**Solve problems using bar charts, pictograms and simple tables** 1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables 2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity 3. Ask and answer questions about totaling and comparing categorical data 4. Interpret and present data using bar charts, pictograms and tables 5. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables	