



TOP Sixth Form SEND Curriculum 2026 - 28



Publication 4.01

This publication is available on the Trust Intranet

© 2026 The Oak Partnership Trust
All rights reserved

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of the publisher. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

Published in the UK in September 2026 by The Oak Partnership

The Oak Partnership Trust is registered in England as a company limited by guarantee. Number 11692743

Registered Office:
Selworthy Special School
Hazelbrook Campus
Lyngford Road
Taunton
Somerset
TA2 7EG

www.oak.education
office@oak.education

Contents

Contents3

Curriculum Intent 2026-284

Curriculum Streams9

3 Year Rolling Topic Programme 11

Fit for Life 14

Technology22

Communication, Language and Literacy.....30

Communication, Language and Literacy.....32

Mathematics51

Food and Nutrition 74

Curriculum Intent 2026-28

Our curriculum is designed to provide every learner with a meaningful, ambitious and personalised education that prepares them for a fulfilling life both now and beyond school. Through our five curriculum streams—Exploratory, Emerging, Developing, Broadening and Blended—we ensure that learners access a curriculum matched to their developmental stage, strengths, needs and aspirations.

We maintain high expectations for all learners and believe that every individual has the right to achieve their full potential. Our curriculum promotes independence, communication, wellbeing, creativity, curiosity and active engagement with the world around them. Independence is the golden thread that runs throughout our curriculum and underpins our approach to preparing learners for adulthood.

Learners in all curriculum streams have access to a broad, balanced and ambitious curriculum that is personalised to meet their individual needs. Learning is designed to support the development of autonomy, self-confidence and resilience, enabling learners to make choices, solve problems, take appropriate risks and become active participants in their own learning and wider communities. Learner voice is valued and individual interests are used to maximise engagement and motivation.

Communication is at the heart of our curriculum. We recognise that effective communication is fundamental to learning, relationships, self-advocacy and independence. We support learners to develop the skills needed to express themselves, make requests, share ideas, build relationships and engage meaningfully with the world around them through a range of appropriate communication approaches.

Play, exploration and multi-sensory learning form a fundamental and visible part of our curriculum implementation. We believe childhood should be filled with opportunities for fun, laughter, discovery and memorable experiences. Through active engagement and meaningful experiences, learners develop essential knowledge, skills and understanding while fostering a lifelong love of learning.

Our curriculum is enriched through a tiered and bespoke Cultural Capital offer, providing learners with opportunities to experience the wider world,

broaden their horizons and develop the knowledge and skills needed to participate fully in society. These experiences promote confidence, aspiration and a sense of belonging within their local and wider communities.

Preparing for adulthood is an integral part of our curriculum from the earliest stages of learning. We support learners to develop increasing independence, community awareness, healthy lifestyles, communication skills and the confidence to make decisions about their futures. We strive to equip every learner with the knowledge, skills and experiences needed to lead a meaningful and fulfilling adult life.

Learners' EHCP outcomes are embedded within curriculum planning and delivery, ensuring that individual needs, aspirations and personalised targets are addressed alongside academic learning. Our curriculum progression pathways build on prior learning and incorporate both planned and unplanned learning opportunities, enabling learners to make meaningful progress over time.

We recognise that positive relationships are the foundation of successful learning. Trusting relationships with adults and peers provide learners with the safety, confidence and security needed to engage with the curriculum, pursue their interests, overcome challenges and achieve success. Learners' emotional wellbeing, self-regulation and sense of belonging are prioritised as essential conditions for learning and development.

Our curriculum combines rigour with flexibility, ensuring that we respond to the individual needs of our learners while maintaining a relentless focus on achievement, personal growth and preparation for life beyond school. Through this approach, we aspire to develop confident, communicative, independent and engaged learners who are equipped to thrive in their future lives.

Sixth Form Curriculum Rationale

Our Sixth Form curriculum is designed to provide a personalised, ambitious and meaningful transition into adulthood. Building upon the knowledge, skills and experiences developed throughout primary and secondary education, the curriculum focuses on developing independence, self-advocacy, employability, community participation and preparation for adulthood. Our approach recognises that every learner's journey is unique and provision is tailored to individual strengths, aspirations, interests and EHCP outcomes.

Preparation for adulthood is the central purpose of the Sixth Form curriculum and underpins all aspects of learning. Learners are supported to develop the skills, knowledge and confidence required to make informed choices about their futures and to participate as actively as possible in their communities. Opportunities are provided to develop independence, self-advocacy, resilience and personal responsibility, ensuring that learners are prepared for their next stage of education, training, employment or adult life.

Communication remains a key priority throughout the Sixth Form. Learners continue to develop the communication skills needed to express themselves, build and maintain relationships, access opportunities and advocate for their own needs and aspirations. We believe that effective communication is fundamental to independence, wellbeing and successful participation in society.

Learners are provided with opportunities to achieve qualifications and accreditation that recognise achievement and support future progression. Where appropriate, learners continue to work towards NCFE Functional Skills qualifications in English and Mathematics, developing practical literacy and numeracy skills required for everyday life, employment and further learning. Qualification pathways are carefully selected to support individual aspirations, EHCP outcomes and intended destinations.

In contrast to Key Stage 4, where learners may access vocational qualifications, the Sixth Form curriculum places a greater emphasis on the practical application of learning within real-life contexts. Learners work towards Life Skills Awards, which enable them to develop and demonstrate the knowledge, understanding and independence skills necessary for adult

life. Through these qualifications, learners gain recognition for achievements in areas such as independent living, community participation, personal development, employability and everyday functional skills.

The Life Skills Award pathway supports learners to apply their learning beyond the classroom, promoting greater confidence, self-reliance and readiness for adulthood. The focus is placed not only on accreditation but on ensuring learners can transfer their skills into meaningful and purposeful experiences within their homes, communities and future destinations.

A significant emphasis is placed on developing employability skills and understanding the world of work. Learners engage in enterprise activities, work-related experiences and community-based opportunities that help them develop transferable skills such as teamwork, communication, problem-solving, reliability and independence. Through these experiences, learners gain confidence and a greater understanding of their future options and aspirations.

The Sixth Form curriculum promotes increased participation in the wider community and encourages learners to apply their learning in real-life contexts. Opportunities to travel independently where appropriate, access community facilities, manage personal finances, develop healthy lifestyles and engage in meaningful social interactions help learners prepare for adulthood and develop a sense of belonging within society.

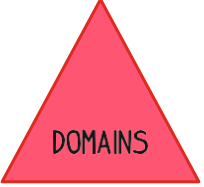
Personal development, wellbeing and positive relationships remain at the heart of our Sixth Form provision. We recognise that successful transition into adulthood requires young people to understand themselves, manage change, build healthy relationships and develop emotional resilience. Learners are supported to make informed decisions about their futures and to develop the confidence to navigate adult life successfully.

Our curriculum is enriched through a wide range of cultural capital experiences that broaden horizons, raise aspirations and support learners to engage with the world beyond school. These opportunities help learners develop independence, confidence and the knowledge required to become active and valued members of their communities.

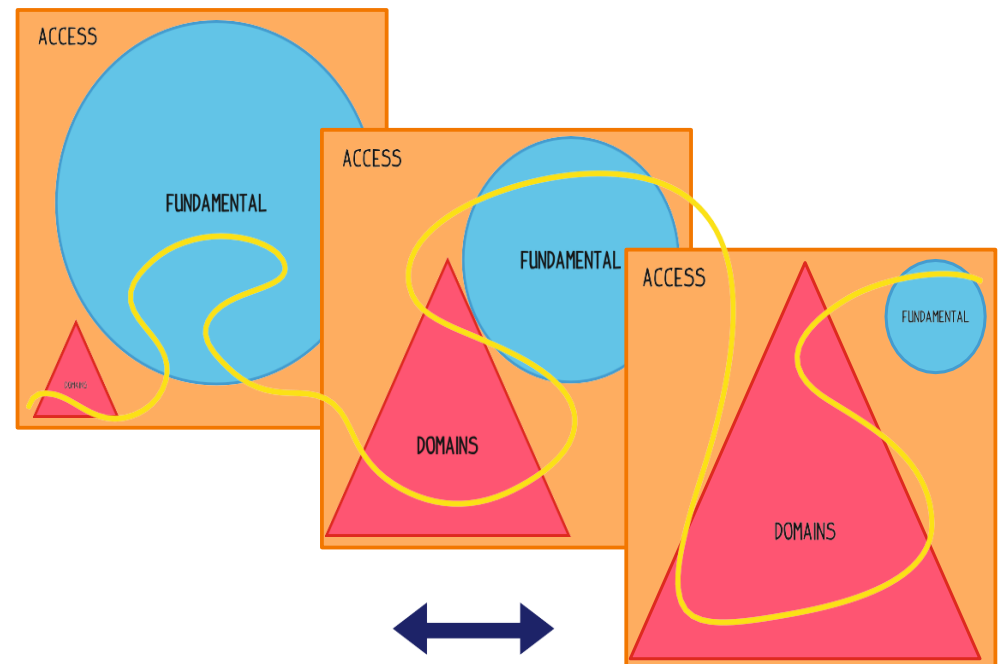
By the end of Sixth Form, we aim for young people to leave us as confident, communicative and increasingly independent young adults who are equipped with the skills, qualifications, experiences and self-belief needed to access further education, employment, supported living opportunities and meaningful participation within their communities.

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

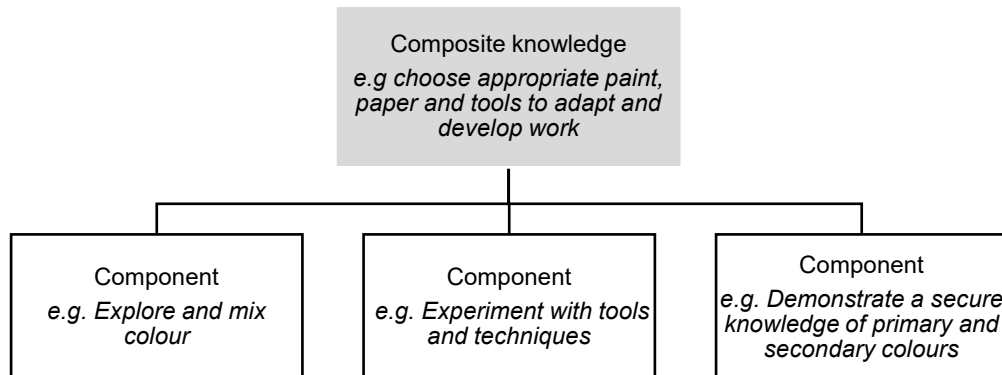
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

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.



Where component objectives are presented in numerical order, this indicates that the knowledge, skills or concepts are intended to be taught sequentially within that curriculum strand, with each objective building upon previously secured learning. Where component objectives are presented as bullet points, the objectives are not intended to be taught in a fixed sequence and may be taught in any order, according to learners' needs, interests, prior knowledge and the context of learning. This flexibility allows teachers to personalise curriculum delivery whilst ensuring that all intended components are taught and mastered over time.

Communication Underpins Learning

Communication is fundamental to curriculum access. Curriculum content is designed to promote, develop and respond to each learner's preferred communication methods, including speech, AAC, symbols, signing and assistive technology. Opportunities for expressive and receptive communication are embedded across all domains.

Learning Beyond the Classroom

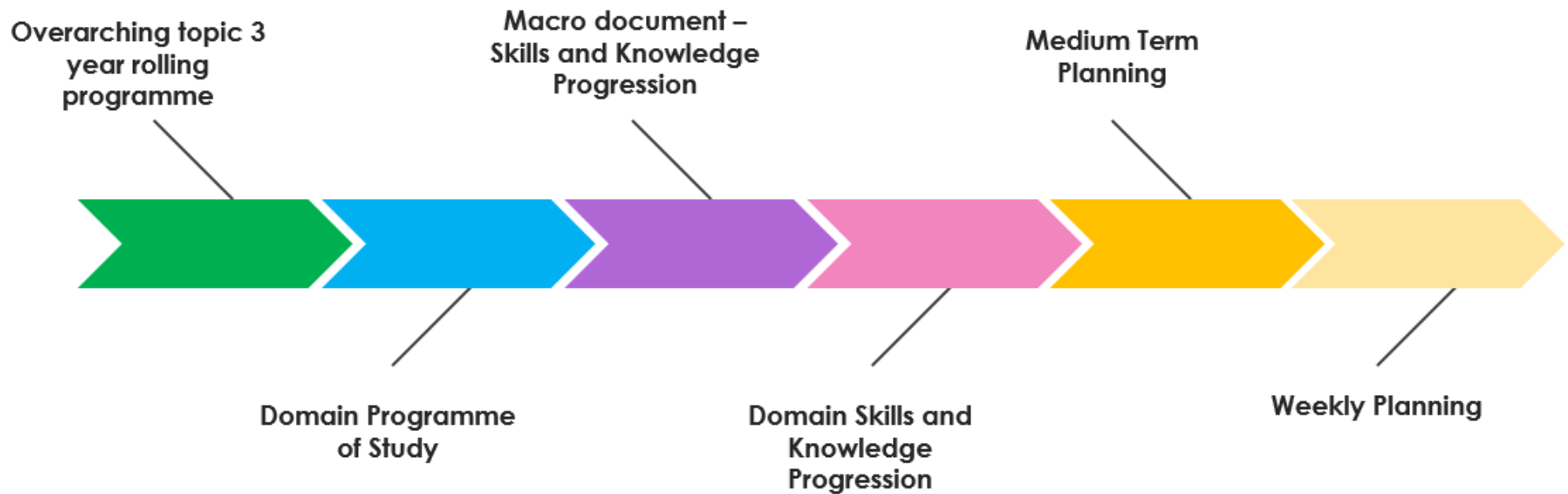
Learners are provided with opportunities to practise and generalise skills across different contexts, people and environments. Curriculum experiences are designed to ensure that learning is meaningful, transferable and applicable to everyday life.

Recognition of Small-Step Progress

Progress is recognised in both academic, achievement and personal development. Curriculum design values incremental gains in communication, engagement, independence, social interaction and self-regulation, recognising that these achievements are often significant milestones for our learners.

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

Curriculum Model	Pre-Formal		Semi-Formal		Formal
Curriculum Stream	Exploratory Curriculum	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Intent	Responsive, relationship-led interactions Largely delivered through sensory experience Routine-based learning Repetition and predictability Learners will use play as a vehicle for learning based on learner's interests and motivators Learners will learn about themselves and the world around them through a multi-sensory approach Topics provide a theme / context for multi-sensory delivery of fundamental skills Learners begin to explore how to communicate their wants and needs	Learning is based on language rich interactions – e.g. naming feelings, narrating play, modelling extended sentences. Lesson activities are delivered through the use of multi-sensory exploratory resources and objects. Real-world role play opportunities are developed. Early fine motor skill development is incorporated throughout learning activities. Learners will develop an awareness of their impact on the world around them through cause and effect activities. Learners will begin to access domain specific lessons delivered through play-based and immersive activities.	Blended child-led and adult-guided interaction. Learners will begin to develop early mathematical thinking. Learners will develop early self-regulation skills. Learners will develop fine motor control for pre-writing skills. Learners will begin to participate in shared play and experience turn taking with adults and peers. Learners will access domain specific lessons. Play remains an important part of learning at this stage.	Sustained shared attention and thinking is developed. Learners will explore increasingly abstract concepts. Learners will begin to 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 use specific knowledge and apply to it 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.

Exploratory Curriculum Offer

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.

It is our intent that these learners have access to a meaningful, personalised and ambitious curriculum that promotes the development of independence and autonomy, including the foundational skills needed for learning, communication, emotional regulation and engagement. We recognise that before formal learning can take place, our learners must first feel safe, regulated, connected and motivated to interact with their environment and with others.

Our Exploratory curriculum offer is designed to support children from early sensory awareness through to purposeful, intentional interaction, ensuring progression through clearly defined developmental stages. It prioritises early communication, attention, emotional development and regulation, and social engagement as the building blocks for future learning.

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, interests and fatigue levels of the learners.

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

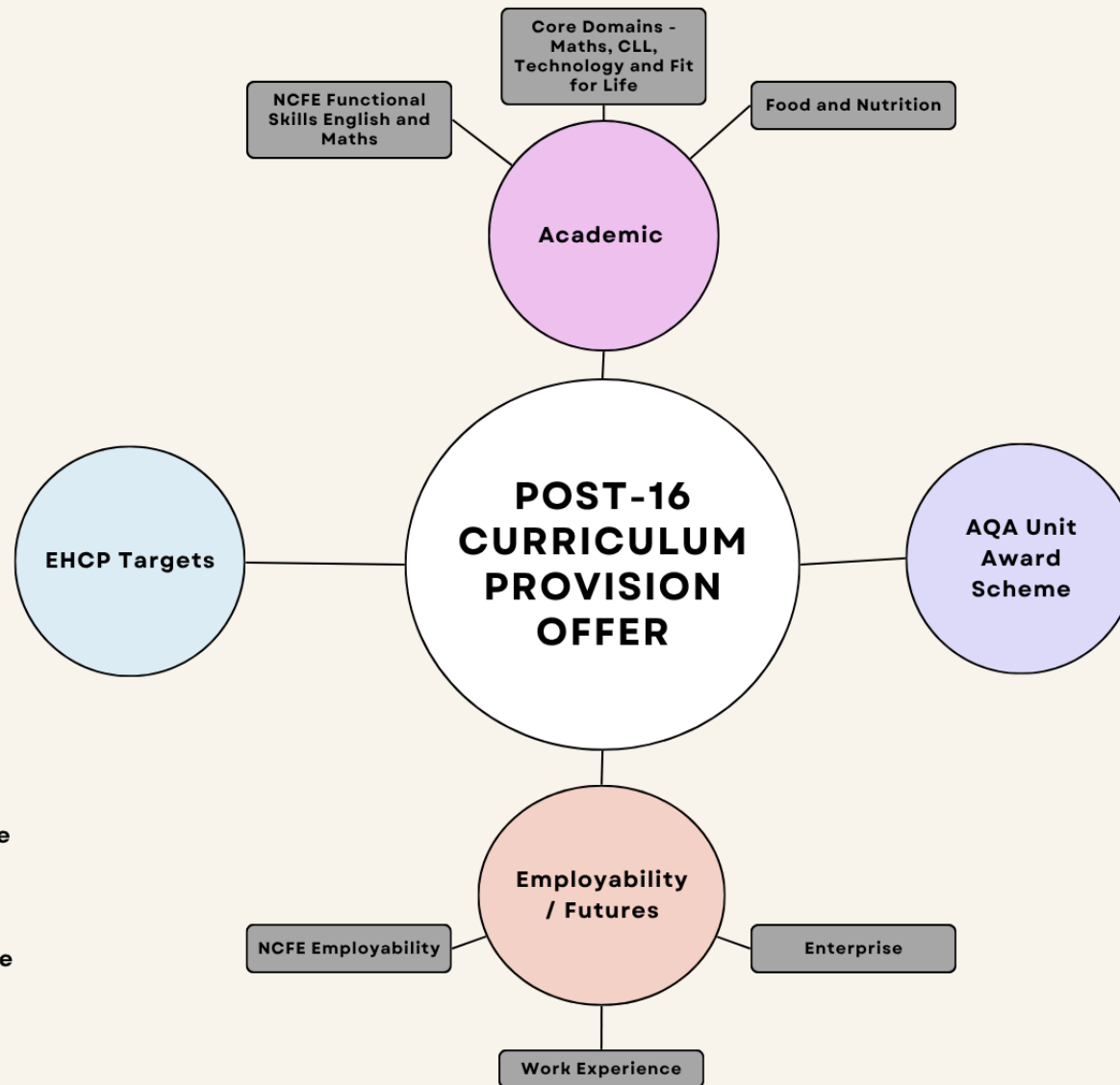
often seen in very small increments, the use of the Engagement Model profile track engagement.

Through this curriculum, we intend to equip children with the core skills needed to become active, engaged learners, enabling them to access broader learning opportunities, increase independence, and develop positive relationships as they move through their educational journey.

3 Year Rolling Topic Programme

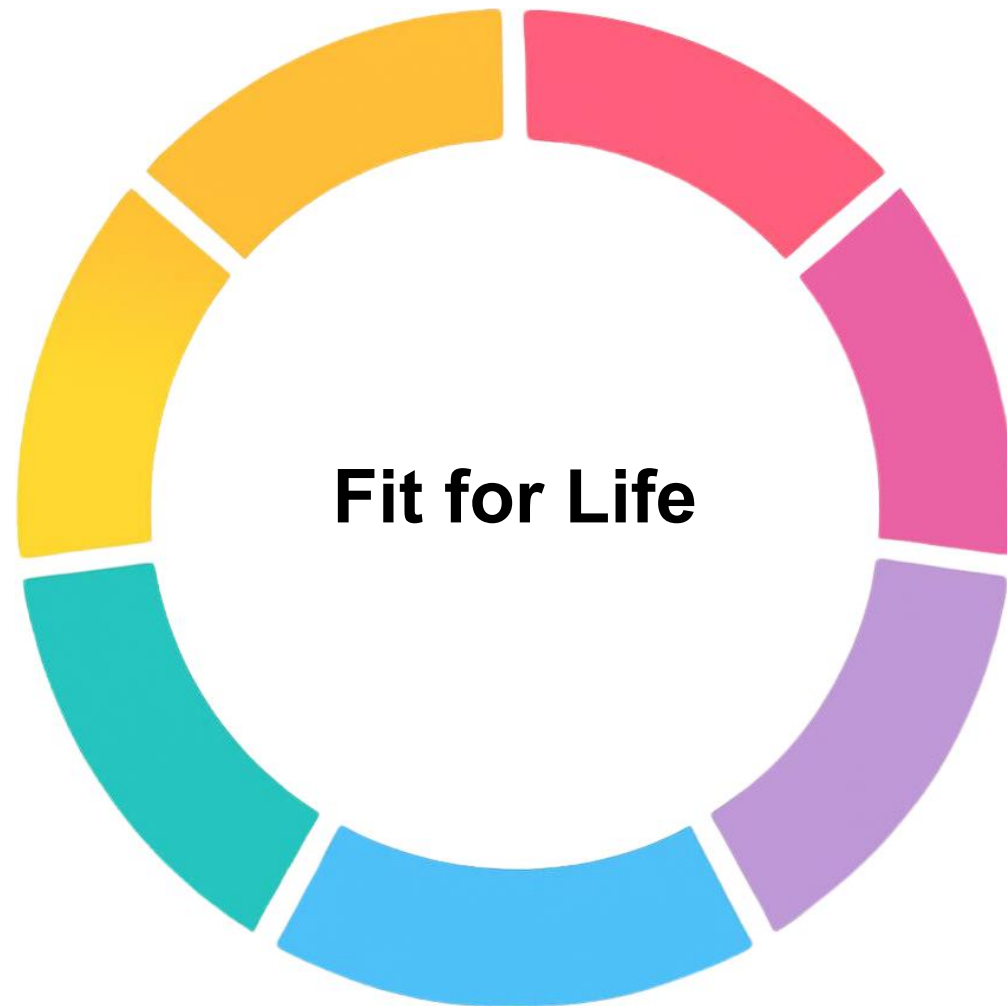
Year 1	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	Our Digital World	Transport	Environmental Awareness	People who support us
Year 2	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	Carnival and Festivals	Our Somerset	South West Coast	People who support us
Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Independent Living	World of Work	Local Facilities	Creative Me	People who support us

Sixth Form Curriculum Provision Offer



Other timetabled elements that do not have a curriculum:

- Reading
- Individual Interest time



Fit for Life

Fit for Life is a curriculum domain that combines Physical Development, PSHE and Science to provide learners with the knowledge, skills and understanding needed to lead healthy, safe, independent and fulfilling lives. The domain supports learners to develop the confidence, resilience and practical life skills required to participate successfully within their communities and prepare for adulthood.

At Selworthy, we recognise that successful adulthood depends upon more than academic achievement. Learners need opportunities to develop healthy lifestyles, emotional wellbeing, self-awareness, independence and the ability to make informed decisions about their lives. Through the integration of Physical Development, PSHE and Science, Fit for Life enables learners to understand themselves, care for their wellbeing and navigate everyday life with increasing confidence and independence.

Communication is central to the Fit for Life curriculum. Learners are supported to express their needs, preferences, feelings, opinions and aspirations using their preferred methods of communication. Through meaningful discussion, practical experiences and real-life situations, learners develop self-advocacy skills and learn to communicate effectively about their health, wellbeing, safety and future goals.

Engagement in Fit for Life will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased participation, self-awareness, communication, independence, resilience, emotional regulation or the ability to apply learning in everyday situations. Learners are provided with practical, purposeful and meaningful experiences that connect learning directly to their lives and future aspirations.

Expectations within Fit for Life are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop early awareness of themselves, their emotions, relationships, physical wellbeing and routines through sensory exploration, play and supported interactions. Within the Developing stream, learners begin to recognise their own needs, make choices, develop self-help skills and understand simple concepts relating to health, safety and wellbeing. Learners within the Broadening stream build increasing independence through developing healthy habits, understanding personal responsibility and participating more actively

within their communities. Learners within the Blended and Pathway streams develop increasingly sophisticated knowledge and practical life skills, applying their understanding of health, wellbeing, relationships, safety, independence and future planning within a range of real-life contexts.

The Fit for Life curriculum promotes physical health and wellbeing by encouraging learners to develop healthy lifestyle habits, participate in physical activity and understand how their bodies work. Learners are supported to make informed choices about nutrition, exercise, personal hygiene, sleep and self-care, developing habits that contribute positively to lifelong health and wellbeing.

Personal, social and emotional development forms a key element of Fit for Life. Learners are encouraged to develop self-awareness, emotional literacy, positive relationships and resilience. Through opportunities to build confidence, manage emotions, solve problems and reflect on their experiences, learners develop the skills needed to navigate challenges and maintain positive wellbeing throughout their lives.

Preparation for adulthood is embedded throughout the curriculum. Learners develop practical skills such as managing personal care, making informed choices, understanding personal safety, accessing the community, planning for the future and taking increasing responsibility for themselves. Through meaningful and real-life experiences, learners are supported to become active participants in their homes, communities and future destinations.

Learning is delivered through practical activities, community engagement, discussion, exploration and real-world experiences that make learning meaningful and relevant. Through personalised support and high expectations, learners are encouraged to develop confidence, independence and a positive sense of self whilst recognising their strengths, celebrating achievements and preparing for future success.

Through Fit for Life, we aim to develop learners who are healthy, resilient and increasingly independent individuals; learners who understand themselves, make informed choices, maintain positive wellbeing and possess the skills, confidence and self-belief needed to lead fulfilling and meaningful adult lives.

Fit for Life Programme of Study

Fit for Life					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy Me	Living Independently	Staying Safe	My Future, My Choice	My Environment, My Responsibility	Celebrating Me

Fit for Life Skills and Knowledge Progression

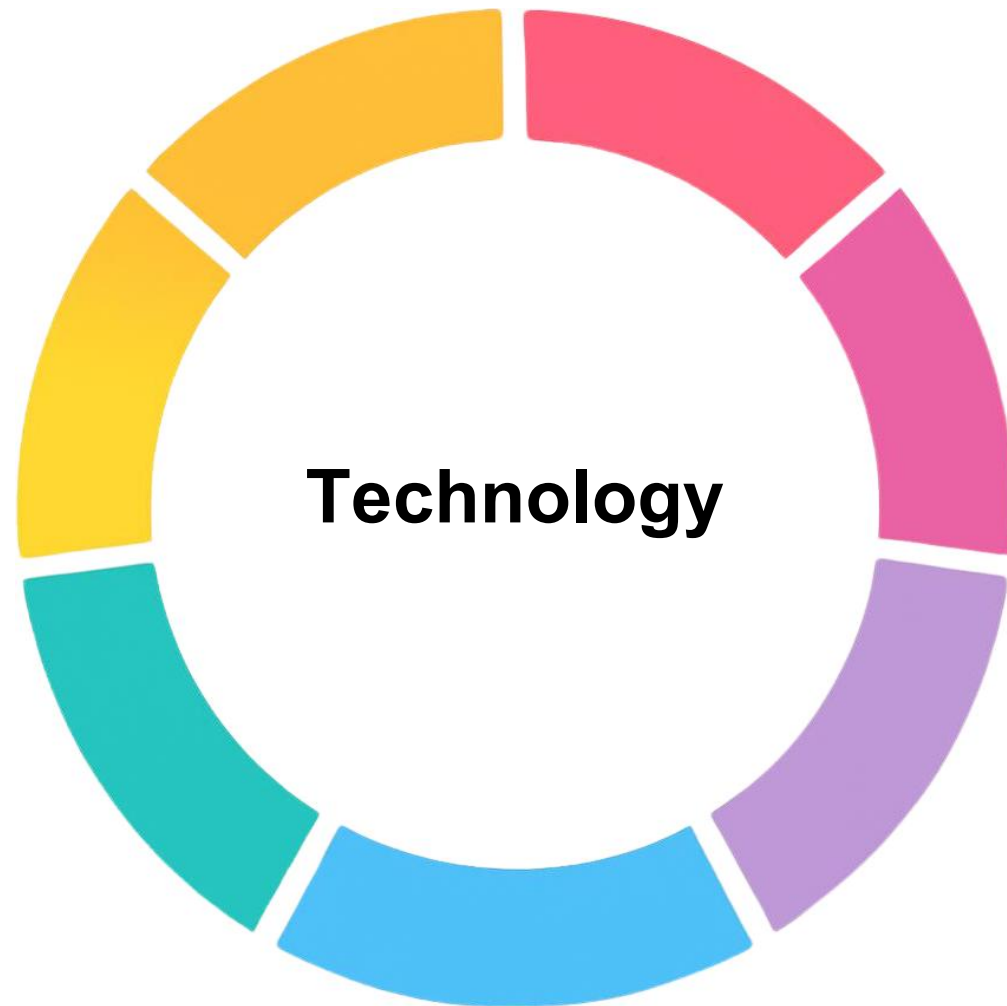
Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Healthy Me	Experience and begin to respond to activities that support physical and emotional wellbeing • Explore own body through sensory play (touching, moving, naming simple parts like hands, feet) • Experience co-regulation with adults (e.g. comfort and calming strategies) • Show awareness of basic physical needs (e.g. hunger, tiredness, comfort) • Respond to and begin to express simple emotions (e.g. smiles, crying, pointing to feelings visuals) • Engage in movement play (rolling, crawling, walking, climbing) • Experience simple self-care routines (washing hands, wiping face) • Experience appropriate and respectful touch through care routines • Develop awareness of physical comfort and discomfort through sensory	Engage in activities which keep ourselves physically and mentally healthy • Identify basic body parts • Name and express simple emotions • Recognise emotions in others • Identify healthy foods and activities • Follow simple self-care routines • Participate in adult-led strategies to calm or regulate emotions • Begin to understand routine linked to personal care and privacy (e.g. toileting)	Begin to understand how to keep ourselves physically and mentally healthy • Identify body parts and describe some of their functions • Explain why exercise is important for staying healthy • Observe and describe simple changes in their body after exercise (e.g. breathing faster, feeling warm) • Explain why personal hygiene is important • Talk about feelings, needs and preferences • Recognise how feelings can affect behaviour • Begin to select and use simple regulation strategies • Make simple choices that support healthy lifestyles	Understand the importance of keeping physically and mentally healthy and how to do this • Understand the importance of physical and mental health • Make simple choices about healthy living • Follow a basic exercise sequence or routine • Develop stamina and coordination through structured activities • Apply strategies for emotional regulation

	experiences and daily routines			
Staying Safe	Experience safety through routines, sensory exploration and adult guidance - Respond to simple safety cues (e.g. “stop”, “no”, tone of voice) - Begin to show awareness of danger through sensory experiences (hot, cold, loud) - Stay close to familiar adults for reassurance and safety - Explore safe/unsafe objects through supported play - Begin to tolerate boundaries (e.g. holding hands, sitting for short periods) - Experience supported movement within a safe environment to develop early spatial awareness and body control - Experience boundaries through adult modelling - Show acceptance / refusal through vocalisations, body language, facial expression or gesture (e.g. pushing away, turning away)	Engage in activities to support their understanding of keeping safe - Follow simple safety rules - Recognise safe and unsafe situations - Know how to seek help - Practice spatial awareness - Understand safe use of equipment - Begin to experience and respond to personal space and boundaries - Begin to recognise others’ space - Use simple communication for “stop”, “no”, “help”	Begin to understand how to keep themselves safe - Practice spatial awareness and safe movement around others - Follow safety rules in physical activities - Begin to understand basic safety rules (e.g. not touching hot items) - Recognise safe and unsafe situations - Understand and demonstrate consent in familiar situations - Respect others’ personal space and boundaries	Understand how to keep themselves safe in a variety of scenarios - Understand basic safety rules (e.g. road safety, online safety) - Know who to ask for help and how to do this - Demonstrate safe use of equipment and awareness of surroundings - Apply understanding of consent across different contexts (e.g. play, relationships, online)

	Experience adults modelling consent (e.g. can I help you?)			
My Future, My Choice	Explore preferences and early cause-and-effect through play - Show preferences for personal items, people, and activities - Explore simple tools and objects (e.g. pressing, pouring, banging) - Engage in role-play through imitation (e.g. copying adult actions) - Begin to develop curiosity about how objects, technology and equipment work - Experience adult-led activities linked to everyday roles (e.g. cooking, cleaning play) - Begin to express likes/dislikes clearly through gesture, behaviour, vocalisation	Begin to understand interests and jobs - Talk about what they like - Identify own strengths - Begin to understand that people have roles where they help others, and explore this through play, experience and simple activities - Begin to make simple choices and express preferences verbally or via AAC	Begin to understand different job roles and what they enjoy - Practice fine and gross motor skills for practical tasks - Identify safe use of tools and materials - Talk about what they like and are good at - Begin to understand the idea of jobs and helping others	Have an understanding of their aspirations and goals - Identify personal strengths and interests - Begin to explore aspirations and future goals - Participate in enterprise activities requiring teamwork and movement
My Environment, My Responsibility	Explore the environment through sensory experiences - Engage with natural materials (water, sand, leaves, textures) - Notice environmental changes (light/dark, weather, sounds)	Begin to understand their environment - Take responsibility for shared spaces - Begin to sort materials into groups based on simple properties or purpose (e.g. items for recycling, used for	Begin to understand what it means to look after the environment - Begin to take responsibility for shared spaces - Sort materials (e.g. recyclable and non-recyclable)	Understand our impact on the environment and take steps to improve this - Understand the impact of our actions on the environment - Take part in recycling or eco-projects

	• Explore indoor and outdoor spaces safely • Begin to take part in simple routines (e.g. putting items in a bin) • Show curiosity about animals, plants, and surroundings • Experience familiar environments and outings • Develop sense of familiarity and belonging in environments	daily routines, group by colour, size or type) • Begin to understand that environments need to be cared for through simple, everyday actions (e.g. tidying up, caring for plants, recycling, respecting shared spaces) • Recognise familiar places and routines • Begin to follow simple rules in shared / community spaces	• Begin to understand looking after the environment	• Carry out physical tasks to care for the environment (e.g. litter picking, planting)
Living Independently	Experience and participate in early independence routines • Begin to participate in simple routines (tidying, snack time, transitions) • Begin to make simple choices (pointing, selecting objects) • Show awareness of personal belongings (e.g. own cup, bag, coat) • Begin to engage in dressing/undressing routines • Explore tools linked to daily life (spoons, cloths, brushes) • Begin to anticipate familiar routines • Communicate needs through gesture, vocalisation and behaviour	Complete simple independence tasks • Follow instructions for self-care • Practice independence tasks (e.g. feeding self, helping to set table, tidying up) • Use money in simple experiences • Identify hygiene routines • Begin to communicate needs more clearly (e.g. help, toilet, drink)	Complete simple independence tasks and routines • Follow simple instructions for self-care tasks • Experience shopping and begin to use money • Practice tasks for independence (e.g. dressing, setting a table) • Identify hygiene routines and cleaning tools • Understand safe use of household products	Demonstrate increasing independent living skills • Carry out basic independent living tasks (e.g. tidying, preparing snacks) • Understand needs vs wants and basic budgeting • Demonstrate the ability to plan for a shopping trip and complete it successfully

	• Anticipate familiar routines			
Celebrating Me	Develop early sense of self and connection with others • Respond to own name and familiar people • Show recognition of self (mirror, photos) • Seek interaction and shared attention (eye contact, gestures) • Respond to praise, comfort, and encouragement • Show early awareness of others (watching, copying, simple turn-taking) • Begin to express likes/dislikes • Engage in shared attention with others • Experience simple turn-taking with an adult • Show preference for familiar people and relationships	Begin to develop self-awareness • Talk about what makes them special • Identify similarities and differences • Recognise when they have done something well • Begin to play alongside and with others • Begin to take turns with peers • Recognise and respond to others' feelings	Recognise what makes them special and begin to celebrate successes • Talk about what makes them special • Begin to understand similarities and differences • Begin to identify when they feel they have done something well • Begin to understand how their actions affect others • Show awareness of friendships	Develop confidence and take pride in their achievements and identities • Celebrate personal achievements and identity • Show respect for others' beliefs, cultures and differences • Take pride in their achievements • Demonstrate positive relationships and respect for others



Technology

Technology is an integral part of modern life and provides learners with valuable opportunities to communicate, explore, create, solve problems and develop independence. Through our Technology curriculum, learners develop the knowledge, skills and confidence to engage with a rapidly changing technological world, whilst learning how technology can enhance their everyday lives both now and in the future.

At Selworthy, we recognise the transformative role technology can play in supporting learning, communication and independence. Our priority is to develop learners' understanding of cause and effect, problem-solving and curiosity about how things work. Through meaningful and engaging experiences, learners are encouraged to explore a wide range of technologies and develop the skills needed to use them safely, purposefully and independently.

Communication is at the heart of our Technology curriculum. We believe that technology can provide every learner with a voice and create opportunities for communication that may otherwise not be possible. Learners are supported to access a range of communication technologies appropriate to their individual needs, including audio-based devices, switches, assistive technology and Eye Gaze systems. Through these tools, learners are empowered to express preferences, make choices, communicate ideas and engage more fully with the world around them.

Engagement in technology will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased curiosity, attention, exploration, communication, problem-solving or an increasing understanding of cause and effect. Learners are provided with opportunities to investigate and interact with a range of technologies, including switches, programmable devices, computers, tablets and everyday appliances.

Expectations in technology are adapted to learners' developmental pathways and curriculum streams. Learners within the Exploratory and Emerging streams are supported to explore technology through sensory experiences, interaction and early cause-and-effect activities. Within the

Developing stream, learners begin to make intentional choices, use simple technologies independently and develop an awareness of how their actions influence outcomes. Learners within the Broadening stream are encouraged to solve problems, make predictions and use a wider range of technological tools with increasing confidence. Learners within the Blended and Pathway streams build on these foundations through structured computing, digital literacy and technology-based learning, applying their skills across a range of contexts and accessing age-appropriate National Curriculum content where appropriate.

As learners progress, they are encouraged to apply their technological skills in meaningful real-life situations. Opportunities may include using a camera and printer to create and share work, programming a robot to complete a task, using digital devices for research, or operating household appliances to support independent living skills. These experiences help learners understand the relevance of technology in everyday life and prepare them for greater independence in adulthood.

Online safety and responsible technology use are embedded throughout the curriculum. Learners are supported to understand how to use technology safely, recognise potential risks and make informed choices when engaging with digital spaces. Through a progressive approach to e-safety, learners develop an awareness of personal information, appropriate online behaviour and strategies for seeking help when something feels unsafe or uncomfortable.

Our Technology curriculum is supported by a progressive assessment framework which develops fundamental technological knowledge, understanding and skills through meaningful, topic-based learning. Through technology, we aim to develop curious, confident and increasingly independent learners who can use technology effectively, safely and purposefully to communicate, learn, solve problems and participate in the modern world.

Technology Programme of Study

One year programme Technology units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digital Communication – Text and Symbols	Digital Media – Photography & Film	Digital Devices and Systems	Programming and Control	Digital Media - Animation	Online Safety and Digital Behaviour

Technology Skills and Knowledge Progression

Strands		Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Digital Media	Photography and film	Experience images and moving pictures and understand that actions can create visual changes - Engage with photographs and videos during sensory experiences - Attend to familiar images of people and places - Observe adults capturing photos or videos	Begin to capture and view images and video to share experiences - Begin to take photographs or short videos - Watch back recorded media and communicate responses - Recognise that devices record real events	Select and use photography and film to communicate meaning - Choose what to photograph or film - Begin to review, keep or delete media - Use images to support explanations or recounts	Edit and combine photography and film for a clear purpose - Capture media using photography or film - Edit images or clips to improve clarity - Present media to others - Create media to celebrate achievements and experiences - Produce content linked to enterprise or vocational activities - Contribute photographs or videos to personal portfolios - Use media to communicate skills and interests
	Animation	Explore movement on screen and early cause-and-effect - Activate movement using simple apps or toys - Attend to animated images	Intentionally create movement using digital or physical objects - Move characters or objects to create animation - Use basic animation apps - Recreate preferred movements using	Sequence movements to create simple animated narratives - Create animations with a start, middle and end - Adjust movements of objects or on screen to improve meaning - Describe what happens in their animation	Plan and improve animations for a specific purpose - Plan an animation linked to learning themes - Create and review animations - Respond to feedback from peers or adults

		Repeat actions that create movement	digital devices or physical objects		
Digital Communication – Text and Symbols	Attend to text, symbols and marks on screen	- Respond to names, symbols or logos on a screen - Observe adults typing or selecting symbols - Explore digital mark making	Use symbols or text with intent to communicate choices	Combine symbols, images and emerging text to convey meaning 1. Choose symbols or words to match purpose 2. Begin to use keyboards or on-screen tools 3. Combine text with visuals to convey meaning 4. Use digital communication to participate in enterprise, community or classroom projects 5. Begin to complete simple digital forms	Create, edit and use digital text for real-life purposes - Type words or sentences to communicate information - Use digital communication to make requests, ask for help or share information - Begin to use simple email, messaging or communication platforms - Create digital information for a familiar audience - Select symbols, AAC or text appropriately for different situations
	Digital Devices and Systems	Explore digital devices through sensory interaction - Activate devices using touch or switches - Respond to feedback from devices through gesture, vocalisations, verbal language and body language - Explore different ways of	Make choices about devices and begin to understand basic functions - Use devices for different activities - Begin to turn devices on or off - Identify familiar devices	Recognise device parts and select tools to complete tasks - Identify basic components of digital devices, e.g. screen, keyboard, mouse, buttons or switches - Choose devices for familiar purposes - Use alternative inputs effectively (e.g. switches, touchscreens or adapted controls to complete familiar tasks)	Confidently use and manage digital devices - Select appropriate devices independently - Begin to manage logging in or setting up - Solve simple problems (e.g. recognising when a device is not working and trying a familiar solution or asking for help) - Use digital devices during community visits - Begin to use QR codes, touchscreens and self-service technology

		controlling digital devices			• Begin to use digital timetables, reminders and schedules • Select appropriate technology to complete everyday tasks
Programming and Control		Explore cause and effect by repeating actions • Press buttons or activate switches • Repeat actions to get predictable results • Anticipate outcomes when using switches or digital devices	Intentionally control devices using simple sequences • Begin to use programmable toys • Copy action sequences (e.g. repeating a short sequence of button presses demonstrated by an adult) • Recognise patterns (e.g. noticing when the same actions lead to the same outcomes)	Create and adjust short sequences of instructions • Follow multi-step instructions to control technology • Create simple programs • Make changes when outcomes are not as expected	Use technology to solve practical problems • Use cause and effect technology purposefully • Use programmable devices to complete a task • Control technology in real-life situations • Follow and create simple instruction sequences • Identify when technology has not worked and seek solutions
Online Safety and Digital Behaviour		Experience shared technology use safely with adults • Follow safety routines (such as starting and stopping device use with adult guidance and responding to	Follow rules for safe and respectful technology use • Stop when asked and follow adult instructions during shared technology use • Take turns and begin to follow simple rules when	Recognise risks and know how to get help • Identify trusted adults inside and outside of school that they could ask for help when using technology • Recognise uncomfortable content (e.g. content that might make them feel worried, confused or upset)	Understand privacy, personal information and online behaviour • Identify personal information (e.g. names, photos or information about themselves that should not be shared) • Use technology respectfully (e.g. demonstrating kindness and appropriate

	Artificial Intelligence	simple rules like 'finished' or 'stop') • Respond to adult guidance • Share devices appropriately	using technology with others • Seek help when unsure (e.g. handing device to an adult when something isn't working)	• Use simple safety rules (e.g. 'be kind', 'tell an adult' or 'stop and check') • Recognise trusted adults and services that can help online • Recognise that information online may not always be true • Identify situations that feel unsafe or uncomfortable online	behaviour when interacting with others online or digitally) • Make safe choices (e.g. stopping an activity, closing content or telling an adult when something does not feel right) • Recognise scams and requests for personal information • Understand that online actions have consequences • Understand that photos should not be shared without permission • Make safe choices when using social media or online communication tools • Know how to report concerns and seek help Understand that some digital tools use AI to help people complete tasks • Recognise examples of AI in everyday life • Begin to use simple AI tools e.g. Alexa • Identify how AI can help with learning, communication or organisation • Recognise that AI can sometimes make mistakes • Ask for help when unsure whether information is accurate
--	-------------------------	---	--	---	--

					• Use AI safely and respectfully
Technology for Adult Life		Experience technology used in everyday life • Observe and participate in the use of technology during familiar routines • Explore technology used at home, school and in the community • Attend to technology that supports communication, choice-making or daily activities • Respond to technology that creates meaningful outcomes	Use technology to support everyday activities with support • Use familiar digital tools during routines • Make choices using technology • Use technology to support communication and participation • Recognise familiar technology used in everyday environments • Participate in technology-supported community activities	Use technology within everyday routines and community activities • Use digital timetables, schedules or reminders • Use technology during shopping activities • Begin to access simple information online • Use everyday technology in community settings • Recognise how technology can support independence	Use technology to increase independence in adult life • Use technology during work-related or enterprise activities • Access transport, shopping or community information digitally • Use digital tools for planning and organisation • Use technology to support independent living skills • Select appropriate technology to solve everyday problems • Understand how technology can support future education, employment and independent living



Communication, Language and Literacy

Communication is fundamental to human connection, learning and independence. Through Communication, Language and Literacy (CLL), we aim to provide every learner with a voice and the skills needed to express themselves, build relationships, access learning and engage meaningfully with the world around them. We recognise that communication is a fundamental right and that every learner should be empowered to communicate using their preferred and most effective methods, whether through speech, AAC, symbols, signing, assistive technology, gesture or other forms of communication.

At Selworthy, CLL underpins all areas of learning and development. We believe that effective communication enables learners to develop independence, self-advocacy and confidence, helping them to make choices, express preferences, share ideas and build meaningful relationships. Through communication, learners develop a greater understanding of themselves and others whilst increasing their ability to participate actively in their school, home and wider community.

Literacy is a vital life skill that allows learners to access information, participate within society and develop increasing independence. Through reading, writing and language-rich experiences, learners develop the skills required to understand the world around them, communicate effectively and access opportunities both now and in the future. We strive to foster a love of stories, books, language and communication, recognising that literacy may look different for every learner and can be accessed through a variety of personalised approaches.

Engagement in CLL will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased attention, interaction, communication, understanding, expression or independence. Learners are provided with rich opportunities to listen, respond, explore language, engage with stories, develop vocabulary and communicate within meaningful real-life contexts. Communication opportunities are embedded throughout the school day and across all curriculum domains.

Expectations within CLL are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop the foundations for communication and literacy through shared attention, interaction, sensory experiences, early communication and engagement with stories, songs and language-rich environments. Within the Developing stream, learners begin to communicate with increasing intention, develop vocabulary, engage in shared conversations and build early literacy skills. Learners within the Broadening stream develop greater confidence in their communication, reading and writing, using language to share ideas, ask questions and engage with a range of texts. Learners within the Blended and Pathway streams build upon these foundations by developing increasingly sophisticated communication, reading and writing skills, accessing Functional Skills and National Curriculum content where appropriate and applying their learning in meaningful real-world contexts.

CLL plays a crucial role in preparing learners for adulthood. Through functional communication, reading and writing opportunities, learners develop the skills required to advocate for themselves, access information, participate within their communities and navigate everyday life with increasing independence. Opportunities to communicate for real purposes, complete functional reading and writing tasks and engage in authentic social interactions support learners in developing skills that will be transferable beyond school.

Learning is delivered through engaging, meaningful and purposeful experiences that reflect learners' interests, aspirations and individual needs. We encourage curiosity, creativity and learner voice through exposure to a wide range of stories, texts, communication opportunities and real-world experiences. Through personalised support and high expectations, learners are empowered to develop confidence as communicators, readers and writers.

Through CLL, we aim to develop learners who are confident communicators, enthusiastic readers and purposeful writers; learners who can express themselves, build positive relationships, advocate for their needs and access the wider world with increasing independence and self-confidence.

Communication, Language and Literacy Programme of Study

CLL one year programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Fiction Debate: Cross-curricular links – links to daily life Persuasive writing: Holiday advert (Cross-Curricular Link) Email	Alternative Fairy Tales Poem around a theme (Cross-Curricular Link)	Word Play Poetry Explanation Text: (Cross-Curricular Link)	Issues and Dilemma Story Instructions: Chronological Reports (Cross-Curricular Link to topic)	Non-Fiction Persuasive Letter Exploring Viewpoints : Discussion	Fiction Suspense Story Performance Poetry

Communication, Language and Literacy

Reading Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum Entry Level 1	Blended Curriculum Entry Level 2
Language Comprehension (Vocabulary, Understanding, Talk)	Respond to familiar language using preferred communication methods - Responds using speech, AAC, gesture or symbols - Identify familiar people, objects and actions - Join in with predictable routines and repeated language	Understand simple vocabulary and narrative structure - Answers who/what/where questions - Build vocabulary through shared reading and discussion - Understand simple sequencing in stories	Develop understanding of meaning and structure in texts - Begin to answer how/ why questions Identifies characters, settings and key events - Make simple predictions - Links new vocabulary to known experiences - Understands simple story grammar (character → setting → problem → resolution)	Use strategies to understand unfamiliar language and texts - Use contextual clues to understand unfamiliar vocabulary - Use visuals and text features to support understanding (e.g. pictures, diagrams captions) - Use prior knowledge to support comprehension - Checks understanding by re-reading or discussing unfamiliar vocabulary - Use a dictionary to locate and check meanings of words - Read a text and identify unfamiliar words and their meanings - Recognise organisational e.g. bullet points, subheadings
Fluency (Accuracy, Automaticity, Prosody)	Engage with shared reading and patterned language - Participate in rhythm, rhyme, and repetitive text - Follow shared reading using pictures, symbols or actions	Develop early fluency behaviours - Echoes repeated phrases and patterned sentences - Tracks print with increasing independence - Joins in during shared reading activities	Build reading fluency through repeated practice - Re-read familiar texts to improve accuracy - Read short sentences with developing pace	Read aloud with increasing pace, accuracy and expression - Read with growing automaticity - Use punctuation to support phrasing and expression - Participate in paired, group or echo reading

			3. Demonstrate increasing confidence when reading aloud 4. Engage in repeated reading of short decodable texts to increase automaticity	
Reading Comprehension (Retrieval → Inference → Interpretation → Evaluation)	Demonstrate early understanding of stories and events - Match objects, pictures and symbols to stories - Recognise repeated events and familiar routines - Anticipate what may happen next	Understand simple texts and answer basic questions - Answer simple comprehension questions - Identify key characters and events - Order events from familiar stories	Retrieve information and make simple inferences - Begin to discuss the main meaning of texts - Make predictions using pictures and text clues - Recognise features of familiar text types (e.g. story, information, instructions) - Begin to justify ideas using evidence - Explain what a text is about - Understand a short piece of text on a simple subject - Read simple sentences with one clause	Retrieve, interpret and connect information from texts - Retrieve information from texts - Identify main points in a range of texts - Make inferences using evidence from text and images - Connect ideas across a text - Discuss the main points of a text using evidence from what has been read - Identify when understanding has broken down and re-reads or seeks clarification - Locate information from signs, notices, timetables and simple real-world texts - Identify the type of text - Read and understand sentences with more than one clause - Use illustrations, images and captions to locate information - Identifies main points in a range of texts

Reading for Pleasure (Motivation, Choice, Book Knowledge)	Engage with sensory and multimodal reading experiences • Explore sensory books and interactive texts • Choose between two familiar texts and stories • Show enjoyment through shared reading experiences	Develop preferences and participate in shared reading • Choose texts based on personal interest • Share books with adults and peers • Repeat favourite words, phrases or sections	Develop reading identity and preferences • Show preferences for genres, themes or authors • Engage in shared book talk using speech, AAC or symbols • Respond to the opinions and recommendations of others • Participate in shared book talk using AAC/symbol boards where needed • Begin to recognise favourite authors, characters or series	Select and discuss texts for different purposes • Choose texts for different purposes including enjoyment, information and personal interest • Express simple opinions about reading • Begin to discuss books, characters and themes
--	---	--	--	---

Writing Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum (Building towards Entry Level 1)	Blended Curriculum (Building towards Entry Level 2)	Pathway Curriculum (Building towards Entry Level 3/ Level 1)
Transcription - spelling			• Write simple words and phrases accurately • Use upper and lower case letters correctly	Following ELS Essential Spelling Progression 1. Spell common exception words 2. Use alternative spellings for known phonemes 3. Apply split digraphs 4. Segment words accurately for spelling 5. Build fluency in high-frequency words 6. Begin to proofread for simple spelling errors 7. Apply suffix rules correctly 8. Use contractions and apostrophes accurately 9. Spell common homophones 10. Use prefixes to change meaning • Edit and improve spelling • Spell correctly words commonly used in everyday contexts • Produce legible writing suitable for purpose	Following ELS Essential Spelling Progression 1. Use a wider range of prefixes and suffixes 2. Understand root words and word families 3. Apply spelling conventions consistently • Use dictionaries and editing strategies 4. Spell statutory word lists accurately 5. Apply advanced spelling patterns accurately 6. Understand word origins and derivations • Use spelling knowledge to support vocabulary choices • Edit for accuracy and audience 7. Maintain spelling accuracy across extended writing • Use accurate spelling, grammar and punctuation in straightforward sustained texts • Present information clearly and legibly • Plan, draft, revise and proofread writing with increasing independence

					• Use accurate spelling, grammar and punctuation consistently in sustained texts • Present information clearly, accurately and appropriately • Plan, draft, revise and proofread writing
Sentence & Grammar (daily sentence instruction)	Communicates intentional meaning during shared interactions using gesture, vocalisation, AAC, symbols or emerging one-clause communication 1. Attend to adults modelling simple one-clause utterances linked to motivating activities 2. Respond to familiar words, symbols and action phrases 3. Use gesture, movement, facial expression, vocalisation or AAC to communicate preferences, refusals or interests 4. Participate in shared attention and turn-taking experiences 5. Imitate single words, symbols or short modelled phrases	Communicates simple ideas using orally rehearsed clauses, symbols, AAC or emerging written sentences linked to meaningful secondary experiences 1. Use sentence stems verbally during shared activities 2. Rehearse simple clauses orally before recording meaning 3. Identify the beginning and end of a spoken sentence 4. Recognise capital letters and full stops during modelling 5. Produce simple oral or AAC sentences 6. Begin to attempt to	Constructs simple and some compound sentences using basic punctuation, familiar vocabulary and orally rehearsed language structures 1. Orally rehearse sentences before writing 2. Construct simple sentences using familiar vocabulary 3. Use capital letters and full stops consistently 4. Use question and exclamation marks appropriately 5. Join ideas using conjunctions such as “and”, “but” and “so”	Writes organised compound and complex sentences using accurate punctuation, grammatical structures and varied sentence forms appropriate to purpose 1. Construct compound and simple complex sentences 2. Use commas and apostrophes appropriately 3. Maintain consistent tense during writing 4. Use conjunctions to extend and link ideas 5. Vary sentence openings and sentence types • Re-read writing to improve grammar and clarity 6. Use increasingly accurate punctuation 7. Begin to adapt sentence structures for purpose and audience • Use punctuation correctly in compound sentences • Maintain grammatical accuracy • Write using compound and complex sentences	Manipulates sentence structures deliberately to communicate clearly and effectively 1. Use a range of sentence structures 2. Maintain accurate tense and agreement 3. Use advanced punctuation to organise meaning and improve clarity, including commas, apostrophes, brackets and dashes 4. Maintain cohesion across paragraphs • Use formal and informal structures appropriately • Edit grammar 5. Adapt sentence choices for audience • Use a range of sentence structures with growing control • Maintain accuracy in grammar and punctuation in familiar contexts • Write clearly and coherently in structured writing • Use a range of sentence structures deliberately for effect

	6. Select symbols, objects or photos to represent familiar meanings 7. Begin to produce one-clause spoken or AAC messages 8. Experience adults verbally modelling and expanding learner communication	write short sentences 7. Use familiar vocabulary during structured communication 8. Join ideas verbally using simple conjunctions such as “and”	• Use simple adjectives to add detail • Re-read sentences to check meaning and punctuation 6. Begin constructing compound sentences • Use capital letters and full stops correctly. • Construct simple sentences. • Use basic punctuation appropriately		• Maintain accuracy in grammar and punctuation consistently • Write clearly, coherently and effectively for purpose and audience
Composition (purpose, audience, structure)	Intentionally communicates messages through shared experiences where adults interpret, model and record meaning using symbols, marks, words or AAC • Select motivating objects, symbols or photos to communicate ideas • Express communicative intent through gesture, eye gaze, body movement, vocalisation or AAC	Composes purposeful marks, symbols or short recorded messages to communicate ideas, experiences and preferences within functional secondary contexts • Make purposeful marks, symbols or emergent writing linked to meaning • Use photos, sequencing visuals or symbols to represent events	Writes short, structured texts for familiar purposes using linked ideas, simple sequencing and purposeful communication • Write labels, captions and short messages • Use picture plans or sequencing supports to organise ideas • Write 2–4 linked	Independently writes organised texts for different audiences and purposes using paragraphs, appropriate structure and relevant detail • Write for a range of familiar formal and informal purposes • Organise writing into short paragraphs or sections • Use appropriate layout features • Include relevant detail linked to task purpose • Use model texts and scaffolds during planning • Re-read and revise writing for sense and organisation	Produces coherent and purposeful extended writing using suitable structure, tone and detail for real-world contexts • Write sustained texts for real-world purposes • Organise ideas cohesively • Use tone and formality appropriately • Develop detailed content • Adapt layout and structure • Revise critically for effect • Produce extended independent writing • Apply writing skills across curriculum contexts • Communicate information, ideas and

	• Participate in shared communication exchanges with adults • Observe adults scribing, drawing or modelling meaning • Confirm, reject or extend interpreted meanings • Share completed communication with familiar adults • Experience communication routines linked to real-life and age-respectful contexts • Begin to understand that writing and symbols communicate messages	• Rehearse ideas using talk, gesture, role play or AAC • Support adults to co-construct and record simple messages • Sequence simple ideas or events • Begin to revisit recorded meaning • Begin to recognise different purposes for writing • Participate in functional communication opportunities	sentences on a familiar topic • Use simple sequencing language such as first, next and then • Write for familiar functional purposes including notes, lists and forms • Re-read writing for sense and meaning • Begin to recognise audience and purpose in writing tasks • Follow shared and guided writing models • Write short texts for purpose • Communicate simple information in writing • Sequence simple ideas logically	• Adapt writing to suit audience • Produce increasingly independent extended pieces • Write organised texts for different purposes • Use suitable format and structure • Adapt writing for audience and purpose	opinions clearly in structured writing • Use appropriate structure and layout for familiar text types • Produce organised writing for straightforward real-world contexts • Communicate information, ideas and opinions effectively for real-world contexts • Select appropriate structure, layout and presentation independently • Produce cohesive extended writing for different audiences and purposes
--	--	---	--	---	---

Vocabulary & Spoken Language (oralcy drives writing)	Participates in language-rich interactions and increasingly uses words, symbols, AAC or gesture to communicate within familiar secondary contexts - Participate in repetitive communication routines supported by symbols, objects and visuals - Attend to motivating vocabulary linked to familiar people, places and activities - Respond to names, familiar vocabulary and action words - Engage in shared attention during motivating activities - Experience adults modelling simple name-function and action language - Use gesture, symbols, vocalisation or AAC to communicate wants and shared interests - Begin to participate in simple interaction exchanges	Uses familiar vocabulary, symbols, AAC or spoken language to communicate about motivating experiences during structured secondary interactions - Learn and repeat motivating topic vocabulary - Match symbols, pictures and keywords - Use simple sentence frames during supported talk - Apply vocabulary during guided activities - Participate in repetitive storytelling and language routines - Use familiar vocabulary during shared writing - Respond to questions using words, symbols or AAC - Begin to select vocabulary appropriate to context	Uses increasingly precise vocabulary during oral rehearsal and writing to communicate meaning in familiar secondary contexts - Rehearse vocabulary orally before writing - Use familiar and topic-specific vocabulary during communication activities - Respond to questions using spoken language, symbols or AAC - Use simple sentence stems during paired or structured talk - Retell events and experiences using sequencing vocabulary - Apply taught vocabulary during short writing activities - Participate in structured discussion and rehearsal activities - Begin to choose vocabulary to match purpose	Selects and applies increasingly ambitious and topic-specific vocabulary - Use subject-specific vocabulary - Rehearse and refine language orally - Select vocabulary linked to audience - Explore morphology through word families, prefixes, suffixes and root words - Identify linked words with shared meanings (e.g. happy, unhappy, happiness) - Use taught prefixes and suffixes during oral rehearsal and writing - Discuss how affixes change meaning or word class - Build vocabulary knowledge through sorting, matching and generating related words	Selects precise and ambitious vocabulary intentionally across a range of contexts - Use ambitious and precise vocabulary - Adapt tone appropriately - Justify vocabulary choices - Use persuasive and formal language - Refine vocabulary choices - Participate in verbal rehearsal and critique - Use subject-specific vocabulary accurately - Evaluate effectiveness of language choices - Begin to adapt vocabulary and tone appropriately - Use increasingly precise vocabulary in structured writing - Adapt vocabulary, tone and register appropriately and independently - Select vocabulary deliberately to suit audience and purpose
---	--	--	--	--	--

	• Begin to recognise that communication influences people and environments		• Use familiar vocabulary appropriate to purpose	• Improve vocabulary through editing • Participate in verbal rehearsal • Use precise descriptive language • Explain vocabulary choices • Select vocabulary suitable for audience and context	
The Writing Process (plan–say–write–read–revise)	Participate in predictable shared communication and mark-making routines that build understanding of writing as communication 1. Participate in predictable communication sequences 2. Experience adults modelling say → mark make → share routines 3. Make marks after motivating shared experiences 4. Observe adults interpreting and recording learner meaning 5. Revisit completed marks, symbols and messages	Follows supported planning, communication and recording routines to create and revisit simple messages for purpose 1. Sequence pictures or symbols linked to familiar experiences 2. Verbally contribute ideas using speech, gesture or AAC 3. Match scribed language to visuals or remembered events 4. Read back supported messages with adults 5. Make one supported improvement to communication 6. Participate in shared editing routines	Follows supported planning, drafting and editing routines to produce and improve short purposeful pieces of writing 1. Use simple planning structures before writing 2. Rehearse ideas orally before recording 3. Draft short sections of their writing 4. Re-read writing aloud to check meaning 5. Make one focused improvement to punctuation, spelling or vocabulary. 6. Participate in shared editing and	Independently plans, drafts, revises and edits structured writing 1. Plan writing using organisers 2. Draft writing 3. Re-read for clarity 4. Edit punctuation and spelling 5. Use checklists and success criteria 6. Respond to feedback 7. Revise writing for organisation 8. Build independence across the writing process • Plan, draft and proofread writing • Begin to revise writing	Independently plans, drafts, critiques, revises and publishes extended writing 1. Plan extended writing 2. Draft cohesive sustained responses 3. Critique writing for effectiveness 4. Revise vocabulary and organisation 5. Edit grammar, punctuation and spelling 6. Use feedback to strengthen outcomes 7. Select suitable formats and presentation 8. Publish writing for authentic audiences • Plan, draft, revise and proofread writing with increasing independence

	6. Anticipate familiar writing routines through repetition 7. Develop awareness that marks and symbols carry meaning 8. Engage in motivating communication-for-purpose opportunities	7. Begin to understand that writing can be changed and improved 8. Use simple writing routines for real-life purposes	proofreading routines. 7. Follow simple success criteria during writing tasks. 8. Begin understanding that writing can be revised and improved • Check writing for basic meaning and accuracy		• Use feedback to improve writing • Plan, draft, revise and proofread writing • Review and refine writing effectively for audience and purpose
--	--	--	--	--	--

Handwriting Progression

Selworthy adopts a carefully sequenced handwriting curriculum grounded in the principles of *Handwriting Without Tears*, recognising that fluent writing emerges from secure developmental foundations rather than premature formalisation. The approach begins with readiness, where learners develop the gross and fine motor control, spatial awareness, and visual–motor integration necessary for writing. From this base, children are introduced to capital letter formation, prioritised for their structural clarity and consistency, before progressing to lowercase letters once formation is secure.

As learners develop, increasing emphasis is placed on spacing, alignment, and the mechanics of writing, ensuring legibility and control. This systematic progression supports the transition from discrete letter formation to writing fluency, where learners are able to write with growing automaticity and begin composing simple sentences with confidence. Finally, the introduction of a joined cursive style enables learners to develop flow, stamina, and efficiency in written communication.

Throughout, Selworthy's implementation reflects a developmental, multi-sensory pedagogy, ensuring that all learners move through the stages at an appropriate pace. The aim is not only technical proficiency, but the liberation of cognitive capacity, so that handwriting becomes a transparent tool for thinking, expression, and learning.

The HWT progression (the document then outlines the teaching sequence)

1. Readiness & Pre-Writing
2. Capital Letter Formation (Print)
3. Lowercase Letter Formation (Print)
4. Spacing, Alignment, and Writing Mechanics
5. Writing Fluency & Sentence Production
6. Introduction to Cursive (Joined Writing)

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Readiness & Pre-writing	Participates in sensory-motor experiences that develop the physical foundations for handwriting - Engage in sensory exploration and mark-making activities - Develop body awareness through whole-body movement - Build core and shoulder stability through play - Explore a range of mark-making tools - Participate in activities that develop bilateral coordination and crossing the midline - Create large-scale marks and movement patterns - Develop engagement and readiness for recording activities	Develops pre-writing readiness through movement, pattern and shape exploration - Copy and repeat movement patterns - Develop visual tracking and visual-motor integration - Construct shapes using multi-sensory resources - Recognise and use Big Line, Little Line, Big Curve and Little Curve concepts - Develop pencil control and motor planning - Follow left-to-right directionality during activities - Build readiness for letter formation	Applies secure pre-writing skills to support formal handwriting instruction - Demonstrate consistent pencil control - Form pre-writing shapes accurately - Apply directionality and starting-point awareness - Use multi-sensory strategies to support formation - Develop confidence in functional mark making and name writing	Demonstrates secure physical readiness that supports sustained writing tasks - Maintain an effective posture for writing - Use writing equipment with increasing independence - Sustain handwriting activities for longer periods - Apply visual-motor skills during word and sentence writing	Selects and uses the most effective recording method to communicate independently - Demonstrate stamina for functional recording tasks - Apply handwriting skills where appropriate - Access alternative recording methods when needed - Prioritise independence and successful communication outcomes

Letter Formation	Explores marks, shapes and patterns that form the foundation of letter development • Make deliberate marks using a range of tools • Copy simple lines, circles and shapes • Begin to understand that marks can carry meaning	Constructs and copies shapes that prepare learners for letter formation • Form vertical and horizontal lines, circles and crosses • Combine shapes into more complex forms • Build shapes using wood pieces and tactile resources • Begin to recognise similarities between shapes and letters	Forms capital letters using consistent Learning Without Tears formation families • Learn Frog Jump, Starting Corner and Centre Starter capital families • Use correct starting points and stroke sequences • Develop consistent size and orientation • Build automaticity through repeated practice • Apply capitals within names and functional writing tasks	Forms lowercase letters accurately using taught motor-pattern families • Learn Magic C, Tall, Bridge and Tail letter families • Maintain correct orientation and proportion • Place letters appropriately on the baseline • Form letters consistently within words and sentences • Apply both upper- and lowercase letters accurately	Maintains accurate and increasingly automatic letter formation across extended writing tasks • Use a consistent handwriting style • Maintain legibility across curriculum activities • Adapt handwriting to suit purpose and audience • Use joined writing where appropriate and beneficial
Handwriting Mechanics	Develops awareness of space, position and control during mark making • Explore movement across different surfaces • Experience top, bottom and middle positioning • Begin to move from left to right during activities	Applies emerging control to shapes and patterns • Position marks purposefully on a page • Maintain increasing control of size and direction • Match and sort shapes and orientations	Produces legible handwriting through developing control of spacing and alignment • Use finger spaces between words • Align writing on a baseline • Maintain upright letter orientation • Develop consistent letter size	Writes words and sentences with increasing consistency and legibility • Apply consistent spacing • Maintain accurate alignment and sizing • Improve presentation and organisation on the page • Develop writing stamina and control	Maintains legible, efficient handwriting across a range of functional contexts • Produce neat and organised written work • Sustain legibility over extended tasks • Present information clearly and appropriately • Select joined or printed styles according to need

Fluency & Functional Writing	Participates in meaningful mark making as a form of communication • Make marks during motivating activities • Observe adults modelling writing for purpose • Begin to understand that marks communicate meaning	Uses marks, shapes and emerging letter forms within meaningful contexts • Participate in shared writing opportunities • Use marks to represent ideas and experiences • Develop confidence in recording for a purpose	Uses capital letters to support simple functional writing • Write own name • Use letters within labels and short written responses • Apply handwriting skills within purposeful classroom activities • Copy and write simple dictated words and sentences	Writes words and sentences fluently enough to support composition • Write increasingly automatically • Maintain legibility whilst increasing speed • Write simple sentences using capitals, spacing and full stops • Use handwriting to support independent composition	Uses handwriting as an efficient tool for communication, learning and independence • Apply fluent handwriting across the curriculum • Develop joined handwriting where appropriate • Record ideas efficiently • Select handwriting or alternative recording systems according to functional need • Focus cognitive effort on composition rather than transcription

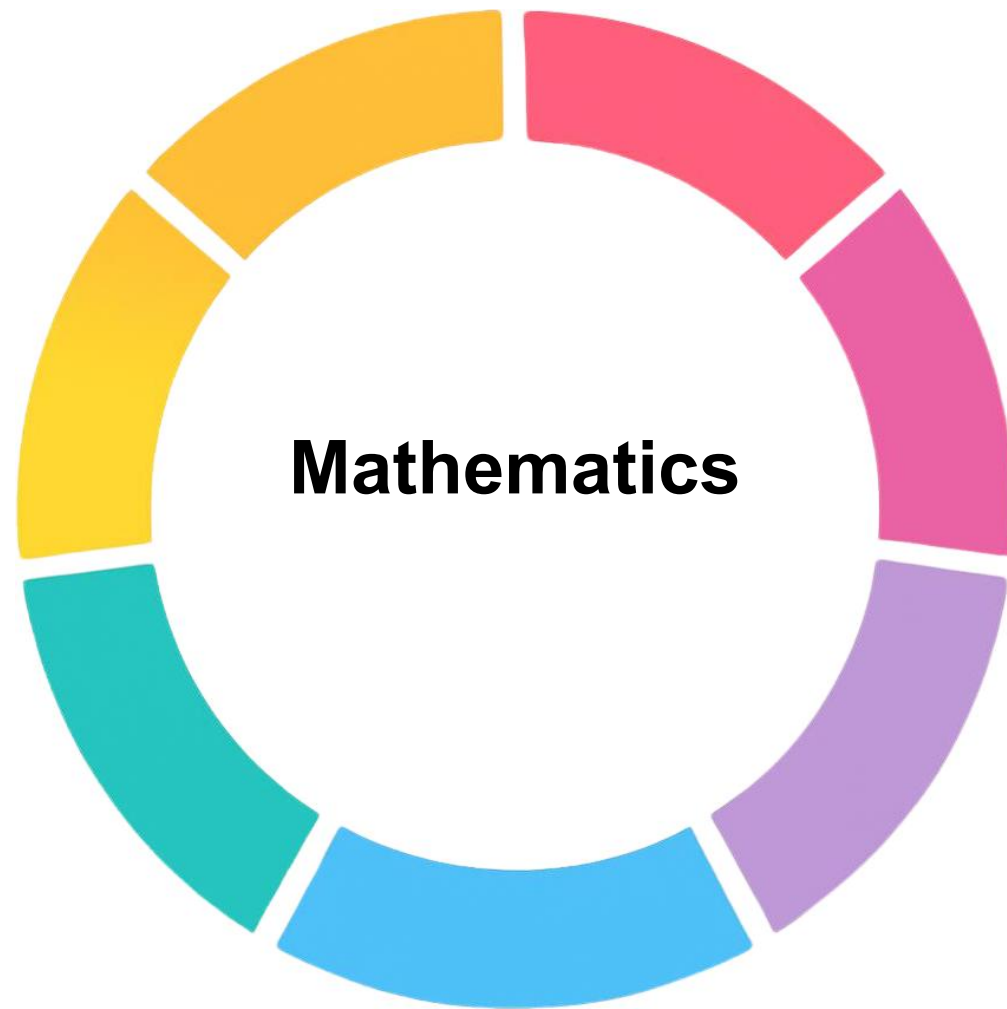
Speaking and Listening Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum Entry L1	Blended Curriculum Entry L1 Entry L2	Pathway Curriculum Entry L 3 Level 1
Physical	Applies established early physical communication strategies with increasing consistency across familiar contexts • Use gesture, vocalisation or AAC to initiate interaction across familiar routines • Demonstrate shared attention and body orientation • Maintain engagement for longer periods	Uses controlled body language, voice or AAC to communicate meaning across familiar and less familiar contexts • Use gesture, facial expression and vocal output intentionally • Begin to adjust voice or AAC rate • Sustain attention to speakers in small groups	Uses physical communication to support interaction and understanding across a range of situations • Adjust volume, pace and gesture according to need • Demonstrate active listening behaviours • Maintain presence in structured group situations • Adapt physical communication in response to listener feedback • Begin to recognise impact of delivery on audience understanding	Adjusts delivery to support meaning and engagement in group discussion and collaborative tasks • Use tone, pace and body language intentionally • Maintain appropriate posture and engagement • Begin to adapt delivery • Selects delivery strategies appropriate to task and audience • Monitor own delivery and makes adjustments during interaction	Adapts communication style confidently for audience, purpose and context in formal and informal situations • Plan and prepare spoken presentations for a given purpose • Identify and organise key points to communicate clearly • Use appropriate tone, volume, pace and register • Apply effective body language to support communication • Deliver presentations clearly to an audience • Respond appropriately to audience questions • Evaluate the effectiveness of delivery and refines performance

Linguistic	Applies early communication skills to express meaning within familiar contexts • Use simple communication functions (e.g. requesting, commenting) • Recognise familiar vocabulary • Use single words, symbols or AAC selections to communicate meaning	Uses developing language structures to communicate meaning across familiar contexts • Use simple phrases or short sentence structures • Begin to answer simple questions • Begin to adapt language for different listeners	Uses simple spoken language to communicate personal information and engage in interaction • Identify letters in own name • Respond to simple questions about personal information • Ask simple questions to obtain information • Share opinions on a familiar topic • Use vocabulary with increasing precision to support clarity of meaning • Begin to adapt language choices for different listeners	Communicates ideas clearly and contributes relevant detail • Discuss key points in texts or explanations • Answer questions using relevant detail • Retell key information accurately • Express and justify opinions using simple reasoning • Select and organise vocabulary to support extended responses • Adapt language to sustain interaction in discussion	Presents structured spoken communication clearly, adapting language appropriately for audience and purpose • Plan and prepare presentations on relevant topics • Organise ideas using appropriate structure • Use subject-specific vocabulary • Respond appropriately to questions and adapts responses as needed • Use nuanced vocabulary and varied sentence structures to enhance clarity and impact • Adjust register and language choices appropriately across formal and informal contexts
------------	--	--	---	---	---

Cognitive	Sustains attention and engages in shared communication within familiar contexts • Maintain attention during shared activities • Respond to simple instructions and cues • Demonstrate understanding through action or response	Sustains attention and begins organising communication with increasing independence • Maintain focus for longer periods • Follow simple sequences of instructions • Begin to recognise and repair communication breakdowns	Processes spoken information and identifies key ideas within familiar contexts • Extract key information from short spoken texts or explanations • Answer questions to demonstrate understanding • Begin to link information to prior knowledge • Organise information using simple frameworks (e.g. sequence, key points) • Recognise main idea versus supporting detail	Processes, organises and contributes meaningfully to discussion using increasing independence • Summarise main points of discussion • Select and retell key information accurately • Make relevant contributions that respond to others • Synthesise information from different sources within discussion • Plan contributions before speaking	Organises, evaluates and justifies ideas in spoken communication • Organise information logically for discussion and presentation • Justify opinions using reasons and examples • Respond clearly to a range of questions • Reflect on communication and improve performance • Evaluate the effectiveness of ideas and arguments critically • Select the appropriate strategies to structure complex spoken responses
Social & Emotional	Engages in communication with others using early interaction skills within familiar contexts • Begin to initiate and respond to interaction • Demonstrate early turn taking	Participates in supported interactions with increasing awareness of other • Engage in small group activities • Recognise and respond to emotions • Begin to collaborate with peers	Shares ideas and participates appropriately in interactions and structured activities • Share opinions and ideas on familiar topics • Work collaboratively to exchange views • Take part in role-play situations	Participates effectively in discussions, adapting communication appropriately to others • Contribute relevant ideas in discussions • Respect and respond to the views of others • Communicate feelings and	Communicates effectively across a range of social, formal and functional contexts • Take part effectively in discussions and collaborative tasks • Adapt communication for different situations

	Engage in shared activities with others		involving interactions - Show awareness of audience responses and adapts participation accordingly - Develop confidence in contributing ideas within group settings	viewpoints appropriately - Take on roles within group discussions (e.g. responder, questioner) - Manage turn-taking and interaction	Respond appropriately in role-play scenarios Ask appropriate questions and responds respectfully to others' contributions - Demonstrate adaptability in communication across unfamiliar and formal contexts - Manage complex interactions confidently, including disagreement and negotiation
--	---	--	--	--	--



Mathematics

Mathematics is an essential life skill that enables learners to make sense of the world around them, solve problems, make decisions and develop increasing independence. Through Mathematics, learners develop the knowledge, understanding and confidence to apply mathematical thinking in meaningful and practical contexts, supporting them both within school and throughout their future lives. Mathematics helps learners understand patterns, quantity, space, time and relationships, providing important foundations for everyday living and participation within their communities.

At Selworthy, we believe mathematics should be meaningful, relevant and accessible to all learners. Our curriculum focuses on developing both mathematical understanding and the ability to apply mathematical skills within real-life situations. Through practical experiences and purposeful learning opportunities, learners are encouraged to explore, investigate and solve problems, developing confidence and resilience in their mathematical thinking. Mathematics plays a significant role in promoting independence, enabling learners to navigate situations involving money, time, measurement, number, position and daily routines.

Communication is integral to mathematical development. Learners are supported to communicate their mathematical thinking, make choices, discuss strategies, solve problems and explain their understanding using their preferred methods of communication. Mathematical learning provides opportunities to develop reasoning, decision-making and problem-solving skills whilst strengthening learners' confidence in expressing their ideas and understanding.

Engagement in Mathematics will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased curiosity, attention, exploration, problem-solving, reasoning or the application of mathematical understanding within everyday situations. Learners are provided with opportunities to explore mathematical concepts through practical, multi-sensory and real-life experiences that allow them to develop understanding in meaningful ways.

Expectations within Mathematics are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop the foundations for mathematical understanding through sensory exploration, cause and effect, anticipation, routines, pattern, matching and early mathematical experiences. Within the Developing stream, learners begin to develop early mathematical thinking through counting, sorting, comparing, recognising patterns and exploring mathematical language. Learners within the Broadening stream build upon these foundations by developing greater understanding of number, quantity, shape, measure and problem-solving through purposeful activities and practical investigations. Learners within the Blended and Pathway streams develop increasingly sophisticated mathematical knowledge and reasoning, accessing National Curriculum and Functional Skills content where appropriate and applying mathematical understanding across a range of contexts.

Mathematics plays a crucial role in preparing learners for adulthood. Functional mathematical skills support learners in managing money, understanding time, travelling within their communities, following schedules, measuring, planning and making informed decisions. Through meaningful opportunities to apply mathematics in everyday situations, learners develop confidence and independence whilst gaining skills that will support them beyond school.

Learning is designed to be practical, engaging and relevant to learners' lives. Mathematical concepts are explored through investigation, play, problem-solving, community experiences and real-world applications. Learners are encouraged to develop resilience, perseverance and confidence as mathematicians, recognising that mistakes provide valuable opportunities for learning and growth. Through high expectations and personalised support, all learners are encouraged to achieve their full potential.

Through Mathematics, we aim to develop learners who are confident and capable problem solvers; learners who can apply mathematical understanding in everyday situations, make informed decisions, manage increasing levels of independence and participate confidently in their communities and future lives.

Mathematics Programme of Study

Early Maths Foundations – Emerging / Developing / Broadening (All phases)

Unit	Length	Primary Focus	Key Strands
Autumn Term			
Quantity & Change	4 weeks	Awareness of amount and difference	Early Number Awareness
Counting Experiences	4 weeks	Participation in counting and early cardinality	Counting & Cardinality
Repetition & Pattern	4-5 weeks	Recognising and engaging with repetition	Pattern & Structure
Spring Term			
Counting & “How many”	4 weeks	Secure counting and cardinality	Counting & Cardinality
Subitising & Structure	3-4 weeks	Recognising quantities without counting	Subitising
Comparing & Predicting	4 weeks	Comparing sets and anticipating change	Early Number Awareness
Pattern & Sequences	2-3 weeks	Recognising and continuing patterns	Pattern & Structure
Summer Term			
Composition & Number Bonds	4-5 weeks	Combining and splitting numbers	Number Composition
Counting & Calculation	3-4 weeks	Using counting to solve problems	Counting & Cardinality
Number in Context (Measure)	3-4 weeks	Applying number in real life	Measurement (early)
Pattern, Review & Generalisation	2 weeks	Generalising structure and review	Pattern & Structure

Term	Outcome
Autumn	Awareness → participation
Spring	Recognition → early use
Summer	Application → problem solving

Building Mathematical Knowledge and Skill – Blended / Pathway (All phases)

Unit	Length	Primary Focus	Key Strands
Autumn Term			
Number & Place Value (Part 1)	4 weeks	Counting, representation, place value structure	Number & Place Value
Number & Place Value (Part 2)	3-4 weeks	Ordering, comparing, magnitude, number patterns	Number & Place Value
Addition & Subtraction (Part 1)	4-5 weeks	Combining, separating, part-whole structure	Addition & Subtraction
Spring Term			
Addition & Subtraction (Part 2)	3-4 weeks	Partitioning, bridging, efficiency	Addition & Subtraction
Multiplication & Division (Part 1)	4 weeks	Equal groups, sharing, arrays	Multiplication & Division
Multiplication & Division (Part 2)	3-4 weeks	Scaling, grouping, early reasoning	Multiplication & Division
Geometry (Shape)	2-3 weeks	Properties, classification, reasoning	Geometry (Shape)
Summer Term			
Fractions	4 weeks	Equal parts, part-whole, fraction number sense	Fractions
Measurement (Part 1)	3-4 weeks	Length, mass, capacity	Measurement
Measurement (Part 2 – Time & Money)	3-4 weeks	Time, money, real-life maths	Measurement
Geometry (Position & Direction)	2 weeks	Movement, direction, spatial reasoning	Geometry
Integrated Problem Solving	2 weeks	Multi-step, real-world problems	All strands

Strand	Approx Weight
Number & Place Value	20–25%
Addition & Subtraction	20–25%
Multiplication & Division	15–20%
Fractions	10–15%
Measurement	20%
Geometry	10%
Data/Information	Embedded (5–10%)

Mathematics Skills and Knowledge Progression

Early Maths Foundations – Emerging / Developing / Broadening (All phases)

Coloured Objectives = Mastering Number (**Subitising**, **Number composition**, **Fluency through structure**)

Bold Objectives = Entry Level

Conceptual Area	Emerging Curriculum	Developing Curriculum	Broadening Curriculum
Early Number Awareness	Develop awareness of quantity and change 1. Notices the presence or absence of objects or amounts; shows interest in “how many” through looking, reaching, or vocalising 2. Participates in activities involving filling, emptying, adding, removing, grouping, or sharing 3. Reacts when quantities increase or decrease (e.g. surprise, expectation, anticipation) 4. Recognises broad differences such as “one” and “many” or “more” and “gone” 5. Consistently responds to quantity in familiar contexts and anticipates simple changes in amount 6. Uses number or quantity to respond to simple requests in familiar contexts (e.g. giving one, taking one) – EL 1 7. Follows simple instructions involving quantity (e.g. “give one”, “take away”) – EL1 8. Recognises simple measures in everyday contexts (e.g. full/empty, big/small) – EL1	Develop awareness of quantity as comparable and meaningful 1. Notices when groups differ in size or amount 2. Compares small sets directly using language such as “more”, “less”, and “same” 3. Recognises that quantities can be compared and described in relation to each other 4. Predicts what will happen when quantities change (e.g. adding will increase, sharing will affect amounts) 5. Consistently uses comparison and quantity language in play and practical situations 6. Uses number and quantity to describe real-life situations (e.g. how many, more, less) – EL1 7. Responds to simple questions about quantity (e.g. “how many?”, “which has more?”) – EL1 8. Uses simple measurement in everyday situations (e.g. choosing, comparing, filling) – EL1 9. Applies quantity understanding in familiar situations (e.g. selecting more/less appropriately) – EL2	Develop secure understanding of quantity, comparison, and relationships 1. Recognises that quantities can be compared across different contexts and representations 2. Explains which amounts are greater, smaller, or equal and why 3. Uses quantity knowledge to compare, estimate, and justify decisions 4. Anticipates and explains outcomes of changes in quantity (e.g. combining, separating, sharing) 5. Applies understanding of quantity and comparison flexibly across contexts, supporting number, pattern, and problem solving 6. Uses quantity understanding to make decisions in familiar situations (e.g. choosing more/less) – EL2

Counting and Cardinality	Develop counting as a participatory and imitative process 1. Notices others counting and shows interest in counting routines 2. Joins in with number rhymes, rhythmic counting, and repeated sequences 3. Produces number-like sounds or fragments of counting words 4. Recites parts of the counting sequence (often inconsistently) and shows awareness that numbers follow a pattern 5. Imitates counting behaviours through action (e.g. pointing, tapping, moving objects) 6. Uses counting actions to respond to simple tasks (e.g. giving objects when prompted) – EL1	Develop counting as a coordinated and meaningful process 1. Recites numbers in order with increasing accuracy 2. Coordinates counting words with objects (touching or moving items) 3. Reliably tags each object once when counting small sets 4. Recognises that the final number in a count represents “how many” 5. Uses counting to determine the quantity of a set 6. Uses counting to solve simple problems (e.g. finding how many in a group) – EL1 7. Follows instructions involving counting (e.g. “count these”, “give three”) – EL1 8. Uses counting to work out answers in practical situations (e.g. how many needed, how many left) – EL2	Develop secure and purposeful use of counting to determine and compare quantity 1. Recognises that counting can be used to find out “how many” in different contexts 2. Counts sets reliably beyond 10, maintaining correct sequence and one-to-one correspondence 3. Consistently identifies the total quantity after counting without recounting 4. Uses counting to compare two sets and determine which is greater, smaller, or equal 5. Applies counting flexibly across contexts and begins to recognise when counting is or is not needed 6. Uses counting to solve practical problems (e.g. how many needed, how many left) – EL2 7. Applies counting flexibly across contexts (objects, actions, real situations) – EL2
Subitising and Composition	Develop recognition of small quantities without counting 1. Notices small quantities and responds differently to changes in amount 2. Recognises when there is one object or more than one 3. Identifies very small quantities (1–2) without counting 4. Recognises familiar small groups (up to 3) in structured arrangements 5. Shows immediate awareness of small quantities in familiar contexts	Develop recognition of structured quantities within small numbers 1. Recognises small quantities (up to 3–4) without counting in a range of contexts 2. Identifies familiar groupings within a number (e.g. seeing “2 and 1” in 3) 3. Recognises patterns of quantity in structured arrangements (e.g. dice, dot patterns) 4. Uses subitising to support counting and early calculation 5. Begins to anticipate quantity based on familiar patterns	Develop structured subitising to support number understanding and calculation 1. Recognises quantities within 5 and beyond using structured arrangements 2. Identifies parts within numbers by recognising groups without counting 3. Uses subitising to support number composition and recall of facts 4. Recognises patterns in number (e.g. doubles, five-structure, ten-structure)

	Develop awareness that quantities can be combined and separated 1. Experiences combining and separating quantities through play and action 2. Recognises that a group can be made bigger or smaller 3. Notices that quantities can be split into parts 4. Engages in simple combining and separating activities (e.g. grouping, sharing) 5. Shows awareness that a whole is made up of parts 6. Uses objects to solve simple adding or taking away situations – EL1 7. Shows awareness of the result after combining or removing objects – EL1	Develop understanding that numbers are made of smaller parts 1. Recognises that a number can be split into smaller amounts 2. Identifies familiar compositions (e.g. “2 and 1” within 3 or 4) 3. Breaks small groups into parts and recombines them 4. Finds more than one way to make the same number 5. Uses known compositions to support simple problem solving 6. Solves simple addition problems using objects or action) – EL1 7. Solves simple subtraction problems by removing or comparing quantities) – EL1 8. Uses known amounts to determine results in practical contexts – EL1 9. Applies number knowledge to solve simple problems in familiar contexts – EL2 10. Uses known number combinations to work out answers (not just count from one) – EL2	5. Applies subitising to simplify counting and support efficient calculation Develop flexible understanding of number as composed and recomposed 1. Recalls key number bonds within 5 and some within 10 automatically, supported by understanding of composition 2. Partitions numbers into parts and recombines them in different ways 3. Uses known compositions to derive related number facts 4. Selects compositions to support efficient calculation 5. Applies part–whole understanding across contexts including problem solving 6. Uses number knowledge to solve problems in familiar contexts (not just abstract tasks) – EL2 7. Applies known number facts (e.g. bonds) to work out answers without counting each time – EL2 8. Chooses useful ways to break numbers apart to help solve a problem – EL2
Pattern and Structure	Develop awareness of repetition and regularity 1. Notices patterns that repeat in the environment (e.g. sounds, actions, objects) 2. Shows interest in familiar repeated sequences and routines	Develop recognition and continuation of repeating patterns 1. Recognises simple repeating patterns in objects, sounds, and actions 2. Identifies what is repeating in a simple sequence (e.g. AB patterns) 3. Copies and continues repeating patterns with support	Develop understanding of pattern structure and generalisation 1. Recognises a range of repeating and growing patterns 2. Identifies the unit of repeat within a pattern 3. Continues and creates patterns accurately and independently

	3. Participates in repetitive actions (e.g. clapping, tapping, simple alternating movements) 4. Recognises when something is the same or different 5. Responds to simple repeated structures in familiar contexts 6. Follows simple positional or directional instructions (e.g. “put it in”, “put it on”)	4. Anticipates what comes next in a familiar pattern 5. Begins to describe patterns using simple language 6. Recognises and uses basic time and money concepts in familiar contexts – EL1 7. Follows and gives simple positional or directional instructions – EL1 8. Uses spatial language to respond to tasks (e.g. in, on, under) – EL1	4. Predicts subsequent elements based on identified structure 5. Describes rules and relationships within patterns using appropriate language
Mathematical Process	1. Responds to simple problems through action, gesture, or selection – EL1 2. Uses objects or actions to find a solution – EL1 3. Follows simple instructions involving number, measure, or position – EL1 4. Shows understanding through practical response (e.g. giving, taking, choosing) – EL1	1. Recognises when to add or take away – EL1 2. Uses objects or drawings to find an answer – EL1 3. Chooses whether to combine or separate quantities in familiar contexts – EL2 4. Uses measurement to solve simple practical problems (e.g. choosing, comparing, deciding) 5. Applies positional understanding to complete tasks (e.g. following multi-step directions) 6. Uses simple information to help solve a problem (not just answer – EL2	1. Selects and applies appropriate strategies to solve simple addition and subtraction problems – EL2 2. Uses known facts to solve problems efficiently in familiar contexts – EL2 3. Uses measurement to solve practical problems (e.g. comparing, choosing, calculating amounts) – EL2 4. Uses time and money in familiar real-life situations (e.g. routines, simple transactions) – EL2 5. Applies measurement knowledge appropriately in context – EL2 6. Applies positional understanding to carry out tasks (e.g. following and giving directions) – EL2 7. Uses knowledge of shape and space to solve simple practical problems – EL2 8. Uses information from simple sources to solve problems – EL2 9. Selects relevant information to answer questions independently – EL2

Building Mathematical Knowledge and Skill – Blended / Pathway (All phases)

Coloured Objectives = Mastering Number (**Subitising**, **Number composition**, **Fluency through structure**)

Bold Objectives = Entry Level

Conceptual Area	Blended Curriculum	Pathway Curriculum	Links to EL
Number & Place Value	1. Develop secure understanding of number as composed of parts • Recognises that numbers represent quantities that can be combined and broken apart • Identifies parts within numbers using familiar structures • Recognises relationships between numbers through part-whole structure • Identifies multiple ways to compose the same number • Uses known compositions to support thinking and reasoning about number • Uses number to interpret and respond to real-life situations (e.g. quantity, value, sequence) - EL2 • Applies number knowledge to solve practical problems (e.g. comparing, estimating, deciding) - EL2 • Selects appropriate number knowledge for a task in familiar contexts - EL2 2. Understand and apply place value within and beyond 100 • Recognises that numbers are made up of tens and ones • Understands that position determines value within a number • Uses concrete and pictorial representations (e.g. tens frames, base ten) to represent numbers • Recognises structure within numbers (e.g. groups of 10) without counting in ones	1. Develop secure understanding of number as composed and structured • Recognises that numbers are composed of parts that can be combined and separated • Identifies different ways to make the same number • Partitions numbers into parts using flexible approaches • Uses part-whole relationships to support reasoning • Applies knowledge of number composition across increasing ranges (within 100 → 1000) • Uses number to interpret and respond to real-life situations (e.g. quantity, value, sequence) - EL2 • Applies number knowledge to solve practical problems (e.g. comparing, estimating, deciding) - EL2 • Uses place value to support calculation and reasoning in context - EL2 • Selects appropriate number knowledge for tasks in familiar contexts - EL2 2. Understand and use place value across increasing ranges • Recognises hundreds, tens, and ones within numbers • Understands that position determines value • Represents numbers using structured models (e.g. place value grids, base ten) • Partitions and recombines numbers using place value	Builds the foundation of number sense and magnitude, enabling learners to interpret and use number independently in real situations.

	• Uses place value structure to interpret and represent numbers efficiently 3. Count, compare and order numbers using structure • Counts forwards and backwards within and beyond 100 • Compares numbers using language such as greater than, less than, and equal to • Orders numbers within a given range • Uses knowledge of number structure (rather than counting) to compare and order numbers • Recognises patterns in number sequences (e.g. counting in tens changes the tens digit) 4. Develop fluency through composition and derived facts • Uses counting strategies where appropriate • Moves from counting to using known number facts and structures • Uses number bonds and known compositions to derive new facts • Recognises patterns such as doubles, near doubles, and complements to 10 • Applies known facts flexibly across different number contexts 5. Use number structure to represent and manipulate numbers efficiently • Partitions numbers into tens and ones • Regroups numbers (e.g. exchanging 10 ones for 1 ten) • Uses representations to support thinking (e.g. part-whole, bar models) • Selects and adapts partitioning based on number structure to simplify thinking • Uses re-composition to solve problems efficiently without reliance on counting 6. Apply number knowledge in reasoning and problem solving • Solves problems involving number and place value in a range of contexts	• Applies place value to support comparison and calculation 3. Count, compare and order numbers reliably • Counts forwards and backwards across boundaries (e.g. bridging tens and hundreds) • Compares numbers using greater than, less than, and equal to • Orders numbers within and beyond 100 • Uses knowledge of place value rather than counting in ones to compare numbers • Applies number knowledge in a range of contexts – EL3 4. Use number structure to support efficient thinking • Recognises patterns within the number system (e.g. multiples of 10, 100) • Uses known number relationships to support reasoning • Adjusts numbers to simplify thinking (e.g. rounding within context) • Applies number knowledge flexibly to solve problems • Explains reasoning using number structure • Selects and applies appropriate number strategies independently – EL3 5. Apply number knowledge in practical contexts • Uses number to interpret real-world situations • Applies number knowledge to solve practical problems • Selects appropriate representations to support thinking • Checks answers for reasonableness • Uses number confidently in familiar and unfamiliar contexts	
--	---	--	--

	- Explains reasoning using mathematical language and representations - Identifies patterns and relationships within numbers Uses structure and composition to justify answers and explain reasoning - Applies number knowledge flexibly across increasingly complex situations		
Addition & Subtraction	- Develop secure understanding of additive structure - Recognises addition as combining quantities and subtraction as finding the difference - Identifies when a situation involves increase, decrease, or comparison - Connects real situations to addition and subtraction representations - Understands that subtraction can represent both “taking away” and “difference” Recognises relationships between numbers through part-whole structure Uses addition and subtraction to solve problems in context (e.g. totals, change, difference) - EL2 Selects whether to add or subtract in familiar problem situations - EL2 Applies known number facts to work out answers (not just counting) - EL2 Solves one- and simple two-step problems involving addition and subtraction - EL2 - Use number composition to calculate efficiently within 20 and beyond - Uses known number bonds within 10 to support calculation Recalls key number bonds within 10 automatically, supported by understanding of composition Uses known compositions (e.g. $6 = 5 + 1$) to simplify calculations - Partitions numbers to support addition and subtraction	- Develop secure understanding of additive relationships - Recognises addition as combining and subtraction as difference - Identifies change and comparison in real contexts - Connects situations to addition and subtraction structures - Understands different interpretations of subtraction Uses additive relationships to interpret problems – EL3 Uses addition and subtraction to solve one- and multi-step problems in context - EL2 Selects appropriate operations based on problem situations - EL2 Applies efficient strategies (e.g. partitioning, bridging) in familiar contexts - EL2 Interprets problems involving totals, differences, and change - EL2 - Use number structure to calculate within and beyond 100 - Uses known number facts to support calculation - Partitions numbers to support addition and subtraction - Uses bridging through tens and hundreds - Selects strategies based on number structure - Maintains accuracy across increasingly complex calculations - Develop efficient calculation strategies - Uses mental strategies where appropriate - Applies written methods to support calculation	Develops efficient calculation and interpretation of change, which is central to money, time, and everyday problem solving.

	• Selects compositions strategically to avoid counting 3. Develop fluency through derived facts (not counting-based methods) • Uses counting on and back from the larger number when needed • Moves from counting strategies to using known facts and derived facts • Uses doubles and near doubles to support calculation • Uses bridging through 10 to calculate efficiently • Uses composition to derive unknown facts rather than relying on rote recall 4. Understand and apply inverse relationships • Recognises that addition and subtraction undo each other • Identifies related facts (fact families) • Uses subtraction to check addition and vice versa • Uses inverse relationships to derive missing numbers in equations • Applies inverse thinking to solve problems efficiently 5. Select and apply appropriate strategies based on number structure • Chooses between mental and written strategies appropriately • Recognises when a calculation can be simplified using structure (e.g. compensation, bridging) • Adjusts numbers to make calculations easier (e.g. $19 + 3 \rightarrow 20 + 2$) • Maintains accuracy across increasingly complex calculations • Prioritises efficient mental strategies before resorting to formal written methods 6. Solve problems involving addition and subtraction • Interprets problems involving combining, separating, and comparing	• Chooses efficient strategies for different problems • Adjusts numbers to simplify calculation (e.g. compensation) • Moves away from counting-based approaches • Adapts calculation strategies based on the structure of the numbers involved – EL3 4. Understand and apply inverse relationships • Recognises that addition and subtraction are related • Uses inverse operations to check answers • Solves missing number problems • Uses known relationships to derive new facts • Applies inverse thinking in problem solving 5. Solve problems involving addition and subtraction • Solves one- and two-step problems – EL3 • Interprets real-life contexts involving change and comparison • Selects appropriate operations • Explains reasoning using representations or language • Applies strategies independently in familiar contexts	
--	---	--	--

	• Selects the appropriate operation based on context • Solves one-step problems reliably • Solves two-step problems with increasing independence • Explains reasoning using representations, models, or verbal explanation		
Multiplication & Division	1. Develop understanding of multiplicative structures through equal groups • Recognises situations involving equal groups in practical contexts • Distinguishes between equal and unequal groupings • Represents grouping using concrete and pictorial models (e.g. sets, arrays) • Recognises equal groups as composed structures of the same amount • Identifies patterns within equal groups without relying on counting in ones • Uses multiplication and division in practical situations (e.g. groups, sharing, repeated items) - EL2 • Applies grouping strategies to determine totals without counting in ones - EL2 • Uses multiplication facts (2, 5, 10) to solve simple problems - EL2 • Solves problems involving grouping and sharing in context - EL2 2. Use grouping and sharing to determine quantities • Creates equal groups through practical activity • Shares quantities equally between groups or people • Solves simple grouping and sharing problems • Uses known groups to determine totals without counting each item individually • Recognises that total quantity can be composed from equal groups 3. Develop multiplicative reasoning through repeated structure • Recognises repeated addition in familiar contexts	1. Develop understanding of multiplicative structures • Recognises equal groups in practical contexts • Distinguishes between additive and multiplicative situations • Represents groups using models (e.g. arrays, sets) • Understands multiplication as structure, not repeated counting • Interprets situations involving grouping and sharing • Uses multiplication and division in practical situations (e.g. grouping, sharing, scaling) - EL2 • Applies known multiplication facts to solve problems - EL2 • Interprets remainders in practical contexts - EL2 • Uses multiplicative reasoning to solve problems involving groups and quantities - EL2 2. Use grouping and sharing to determine quantities • Creates equal groups and shares quantities • Solves problems involving grouping and sharing • Uses representations to support thinking • Recognises relationships between groups and totals • Applies grouping in practical contexts 3. Develop multiplicative reasoning • Recognises patterns in multiplication (e.g. 2s, 5s, 10s) • Uses multiplication facts to support calculation • Connects multiplication and division • Uses known facts to derive new ones – EL3	Builds multiplicative thinking, essential for: • money (multiple items) • measure • proportional reasoning

	- Represents multiplication using repeated addition, grouping, and arrays - Moves between different representations of multiplication Sees that groups of the same size can be counted as groups, instead of counting each item one by one. Uses structure within groups to anticipate totals efficiently 4. Develop fluency with key multiplication and division facts through structure - Recalls key multiplication facts (e.g. 2s, 5s, 10s) - Uses skip counting where appropriate Uses known group structures (e.g. doubling, grouping in 5s or 10s) to derive facts Recognises patterns within multiplication facts (e.g. even numbers in 2s) Derives new facts from known facts rather than relying on isolated memorisation 5. Understand and apply inverse relationships between multiplication and division - Recognises that grouping and sharing are related - Understands that multiplication and division are inverse operations - Uses division to check multiplication and vice versa Uses known multiplicative structures to derive related division facts - Solves problems involving missing numbers 6. Select and apply multiplicative strategies in problem solving - Identifies when multiplication or division is required in a problem - Selects appropriate representations (grouping, arrays, sharing) - Solves one-step problems reliably - Solves two-step problems Selects efficient strategies based on structure rather than repeated counting	- Applies multiplicative reasoning to solve problems 4. Use multiplication and division strategies - Uses mental strategies and known facts - Applies written or supported methods where appropriate - Selects efficient strategies based on context - Interprets remainders in practical situations - Solves increasingly complex problems 5. Apply multiplicative thinking in real contexts - Solves problems involving groups, scaling, and sharing Applies multiplication and division in everyday situations – EL3 - Selects appropriate strategies independently - Explains reasoning using representations - Uses multiplicative thinking flexibly	
--	--	--	--

	Explains reasoning using representations and mathematical language		
Fractions	- Develop understanding of fractions as equal parts of a whole - Recognises that a whole can be divided into equal parts - Identifies when parts are equal or unequal - Represents halves, quarters, and thirds using concrete materials Recognises that equal parts together compose a whole Identifies equal partitioning through visual and structural recognition rather than counting each part Uses simple fractions ($\frac{1}{2}$, $\frac{1}{4}$) in practical contexts (e.g. sharing, measure) - EL2 Applies fractions to solve simple problems (e.g. finding half of a group) - EL2 Uses fractions to describe quantities in real situations - EL2 - Use part-whole relationships to understand fractions - Connects fractions to familiar sharing contexts - Recognises that fractions represent parts of a whole quantity Uses part-whole structure to interpret fractions (e.g. two quarters make one half) Combines known fractional parts to determine a whole - Describes fraction relationships using simple language - Connect fractions to division and sharing - Recognises sharing as equal distribution - Relates dividing quantities to forming equal parts - Solves simple sharing problems using practical resources Uses equal grouping structures to interpret fractions as division (e.g. half means sharing between two)	- Develop understanding of fractions as equal parts and numbers - Recognises fractions as equal parts of a whole - Identifies halves, quarters, thirds, and simple fractions - Represents fractions using shapes and sets - Connects fractions to sharing contexts - Understands fractions as values Uses fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$) in practical contexts (e.g. sharing, measurement) - EL2 Applies fractions to solve problems involving quantities - EL2 Uses fractions to describe and interpret real-life situations - EL2 Uses simple equivalence to support reasoning in context - EL2 - Use part-whole relationships to understand fractions - Recognises that fractions combine to make a whole - Identifies equivalent simple fractions - Uses part-whole relationships to reason - Combines fractions with the same denominator - Applies understanding across contexts - Connect fractions to division and proportional reasoning - Recognises division as equal sharing - Uses sharing to interpret fractions - Applies fractions in practical contexts Uses fractions to describe quantities – EL3 - Begins to recognise proportional relationships - Compare and reason with fractions - Compares fractions with common denominators - Orders simple fractions - Explains reasoning using models - Recognises size of fractions - Applies comparison in context - Apply fraction understanding in problem solving - Solves problems involving fractions	Develops part-whole and proportional understanding, directly supporting: - sharing - measure - real-world reasoning

	• Uses known group structures to determine fractional amounts without counting each item individually 4. Compare and reason about the size of fractions • Recognises that fractions can be compared • Identifies larger and smaller fractions in simple contexts • Orders fractions with common denominators • Uses structural understanding (e.g. number of equal parts) to compare fractions without counting alone • Explains reasoning using models such as shapes or sets 5. Use representations to develop understanding of fractions as numbers • Represents fractions using shapes, sets, and number lines • Places simple fractions on a number line • Recognises that fractions have value (not just parts of objects) • Uses structured representations to identify fractions without counting individual parts • Connects fractions across representations using underlying composition 6. Apply fraction understanding in practical contexts and problem solving • Solves problems involving sharing and equal parts • Applies fractions in familiar contexts (e.g. food, measure) • Selects appropriate representations to support thinking • Uses knowledge of composition and equal parts to solve problems efficiently • Explains reasoning using mathematical language, models, or diagrams	• Applies fractions in real contexts (e.g. measure, sharing) – EL3 • Selects appropriate representations • Explains reasoning clearly • Uses fractions independently in familiar situations	
Measurement	1. Develop understanding of measurable attributes and comparison • Identifies measurable attributes such as length, mass, capacity, and time	1. Develop understanding of measurable attributes and units • Identifies length, mass, capacity, and time	Enabling independence in regards to: • budgeting

	• Recognises similarities and differences between objects based on these attributes • Compares two or more objects directly (e.g. longer/shorter, heavier/lighter, more/less full) • Recognises differences in quantity and measure without relying solely on counting or measuring • Uses comparative language accurately in practical contexts 2. Use non-standard and standard units to measure accurately • Measures using non-standard units (e.g. cubes, hands, containers) • Begins to use standard units (e.g. cm, m, kg, litres) appropriately • Selects suitable tools for measuring (e.g. ruler, scales, measuring jug) • Records and interprets measurements • Recognises that measurements are made by repeating equal units. 3. Develop fluency in measuring through structured understanding • Measures and records lengths, mass, and capacity accurately • Understands that measurement involves iterating equal units • Uses understanding of unit structure to avoid counting errors when measuring • Recognises patterns in measurement (e.g. evenly spaced units, number lines) • Applies understanding to ensure consistency and accuracy 4. Understand and use time in familiar and practical contexts • Recognises and sequences events in daily routines • Reads time to the hour and half past (and beyond where appropriate) • Uses language such as before, after, next, and duration	• Recognises appropriate units for different measures • Uses comparative language • Selects appropriate tools • Applies understanding in practical contexts 2. Measure using standard units • Measures using standard units (cm, m, kg, litres) • Uses appropriate tools accurately • Records measurements • Compares and orders measurements • Converts simple measurements • Applies measurement knowledge consistently • Uses measurement to solve practical problems (e.g. length, mass, capacity) - EL2 • Applies time knowledge to solve problems involving duration and sequence - EL2 • Uses money to calculate totals and change in real-life contexts - EL2 • Selects appropriate units and tools for tasks in familiar contexts - EL2 3. Use time and money in practical contexts • Reads time and understands sequences • Uses money to solve problems (totals, change) • Applies time knowledge to everyday situations • Interprets practical problems involving time and money • Uses number skills within measure 4. Estimate and reason with measurement • Makes reasonable estimates • Compares estimates to actual values • Uses estimation to check answers • Applies reasoning to measurement problems • Explains thinking clearly 5. Apply measurement in problem solving • Solves problems involving measure – EL3 • Selects appropriate strategies – EL3 • Interprets results meaningfully – EL3 • Applies knowledge in real-world contexts • Uses measurement independently	• time management • real-world decision-making
--	---	--	---

	• Calculates simple durations in practical contexts • Recognises structured patterns in time (e.g. hours, halves, repeated cycles) • Uses measurement to solve practical problems (e.g. comparing, selecting, estimating) - EL2 • Uses time to sequence events and solve simple problems - EL2 • Uses money to calculate totals and simple change - EL2 • Applies measurement knowledge in real-life contexts - EL2 5. Use measurement to compare, estimate, and reason • Estimates length, mass, capacity, and time before measuring • Compares measurements using appropriate units • Orders objects or events based on measured attributes • Uses estimation to predict outcomes based on known structures • Justifies decisions and reasoning using measure 6. Apply measurement in practical problem solving • Solves problems involving length, mass, capacity, and time • Selects appropriate methods and tools to solve problems • Interprets results meaningfully in context • Uses understanding of number composition and structure when working with measures (e.g. combining lengths or quantities) • Explains reasoning using mathematical language and representations		
Geometry (Shape, Position & Direction)	1. Develop recognition and classification of shapes • Recognises and names common 2D and 3D shapes • Identifies properties of shapes • Sorts and groups shapes • Compares shapes • Applies understanding in context	1. Develop secure classification of 2D and 3D shapes • Recognises and names a wide range of 2D and 3D shapes • Identifies and describes key properties (e.g. sides, angles, faces, vertices) • Sorts shapes using multiple criteria • Classifies shapes based on properties and relationships	Supports: Navigation and environment awareness Interpreting visual information

	• Uses properties of shape to solve simple problems (e.g. sorting, identifying) - EL2 • Uses positional and directional language to complete tasks and solve problems - EL2 • Follows and gives simple multi-step directions in context - EL2 2. Describe and compare shape properties • Uses mathematical language to describe shapes • Identifies similarities and differences • Classifies shapes based on properties • Explains reasoning • Applies understanding in new contexts 3. Develop spatial awareness and position • Uses positional language accurately • Follows and gives directions • Describes movement • Interprets spatial relationships • Applies knowledge in practical context 4. Represent and interpret position and movement • Uses diagrams, maps, or grids • Describes movement and routes • Interprets positional information • Solves spatial problems • Explains reasoning 5. Apply geometric understanding in problem solving • Solves problems involving shape and space • Uses representations effectively • Applies knowledge flexibly • Explains thinking clearly • Uses geometry in practical situations 6. Develop understanding of simple information • Reads simple charts, lists, or pictures • Extracts information from visuals • Answers questions based on information • Uses information from charts or visuals to solve simple problems - EL2 • Selects relevant information to answer a question or complete a task – EL2	• Explains similarities and differences between shapes 2. Use properties of shape to reason and solve problems • Uses properties to identify unknown shapes • Explains reasoning using mathematical language • Recognises patterns within shape properties (e.g. parallel sides, symmetry) • Solves problems involving shape classification • Justifies decisions based on properties 3. Develop spatial reasoning and positional understanding • Uses a full range of positional language accurately • Describes movement and position precisely • Interprets spatial relationships between objects • Follows and gives multi-step directions • Applies spatial understanding in practical contexts 4. Represent and interpret position in structured contexts • Uses grids, maps, and diagrams • Interprets position using coordinates (where appropriate) • Describes and follows routes accurately • Represents movement and position visually • Solves problems involving navigation and location 5. Apply geometric understanding in real-world contexts • Applies shape knowledge in practical tasks (e.g. fitting, packing, construction) • Uses spatial reasoning to solve everyday problems • Interprets diagrams and visual information • Selects appropriate strategies in context • Uses geometry to make decisions 6. Use geometric reasoning in problem solving • Solves multi-step problems involving shape and space • Selects appropriate representations and approaches • Explains reasoning clearly	Practical problem solving
--	---	--	---------------------------

		• Evaluates solutions and identifies errors • Applies knowledge flexibly across contexts • Uses properties of shape to solve problems (e.g. classification, identification) - EL2/EL3 • Applies positional and directional knowledge to complete tasks - EL2 • Interprets diagrams, maps, or spatial information in context - EL2/EL3 • Uses spatial reasoning to solve practical problems (e.g. navigation, layout) - EL2 7. Develop ability to interpret and use information • Reads tables, charts, and simple diagrams • Extracts relevant information • Identifies patterns in data • Interprets information in context • Uses data to answer questions • Uses information from charts, tables, or diagrams to solve problems - EL2 • Selects relevant data to answer questions or complete tasks - EL2 • Applies information to make decisions in familiar contexts - EL2	
Mathematical Process	• Uses mathematics to solve one- and simple two-step problems in familiar contexts - EL2 • Selects appropriate strategies (counting, grouping, known facts) to solve problems - EL2 • Applies known methods independently in familiar situations - EL2 • Explains answers using simple mathematical language or representation – EL2 • Checks solutions for accuracy and reasonableness - EL2		



Food and Nutrition

Food and Nutrition is an essential life skill that supports learners to develop independence, make informed choices and maintain healthy lifestyles. Through Food and Nutrition, learners develop the knowledge, skills and understanding needed to make safe, healthy and enjoyable choices about food whilst gaining practical experience that prepares them for everyday life and adulthood. We recognise that food plays an important role in health, wellbeing, culture, community and personal independence, making it a fundamental aspect of our preparation for adulthood curriculum.

At Selworthy, we believe that all learners should have opportunities to develop a positive relationship with food and gain practical experiences that build confidence and independence. Through meaningful and engaging activities, learners explore food through sensory experiences, preparation, cooking, tasting and discussion. They develop an understanding of where food comes from, how it contributes to healthy living and how food choices can influence physical and emotional wellbeing.

Food and Nutrition makes a significant contribution to developing independence and preparing learners for adulthood. Through practical experiences, learners develop skills such as preparing food, following instructions, making choices, using equipment safely, shopping, budgeting and understanding healthy lifestyles. These experiences support learners in developing the confidence and skills needed to manage aspects of daily living both now and in the future.

Communication is embedded throughout Food and Nutrition. Learners are encouraged to express preferences, make choices, follow instructions, discuss ingredients and reflect on their experiences using their preferred methods of communication. Food-based activities provide rich opportunities for developing vocabulary, social interaction, turn-taking and collaborative working whilst supporting learners to communicate effectively in meaningful real-life contexts.

Engagement in Food and Nutrition will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased curiosity, sensory exploration, communication, independence, confidence or practical skill development. Learners are provided with opportunities to engage in hands-on experiences that encourage active participation and the development of functional life skills through meaningful and motivating activities.

Expectations within Food and Nutrition are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop early awareness of food through sensory exploration, tasting experiences, cause-and-effect activities and participation in simple food-related routines. Within the Developing stream, learners begin to make choices, recognise familiar foods, participate in food preparation and develop an understanding of healthy habits. Learners within the Broadening stream build increasing independence through preparing simple foods, following instructions, exploring nutrition and using equipment safely. Learners within the Blended and Pathway streams develop increasingly sophisticated knowledge and practical skills, applying their understanding of nutrition, food preparation, hygiene, safety and healthy lifestyles within a range of real-life contexts.

Food and Nutrition provides valuable opportunities for learners to develop an understanding of healthy living and personal wellbeing. Learners are encouraged to explore balanced diets, healthy choices, hydration, food safety and personal hygiene in ways that are meaningful and accessible to them. Through practical experiences, learners begin to understand how food contributes to maintaining physical health, emotional wellbeing and an active lifestyle.

The curriculum also enables learners to develop an appreciation of food as part of culture, tradition and community. Through experiencing foods from different cultures, celebrations and traditions, learners broaden their understanding of the wider world, develop respect for diversity and gain opportunities to engage with cultural capital experiences. These

experiences help learners develop confidence, curiosity and a sense of belonging within their communities.

Learning is delivered through practical, engaging and meaningful experiences that encourage exploration, participation and independence. Learners are supported to develop skills progressively through repetition, real-life application and personalised learning opportunities. Through high expectations and appropriate support, all learners are encouraged to

develop confidence and competence in food-related activities that will support them throughout their lives.

Through Food and Nutrition, we aim to develop learners who are confident and increasingly independent individuals; learners who can make informed choices about food, understand the importance of healthy lifestyles, prepare food safely and develop the practical life skills needed to participate successfully in their homes, communities and future adult lives.

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	Baking and Celebrations	Vegetables and Growing	Protein, Culture and World Foods	Fruit and Healthy Choices	Planning, Preparing and Celebrating Food

Food and Nutrition

Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Preparing Food	Actively engage in sensory food exploration and supported preparation routines - Explore kitchen tools and food through sensory play - Begin to participate in simple actions such as mixing and pouring - Engages in shared and imitated food preparation routines - Demonstrates awareness that actions change food (e.g. mixing)	Follow simple instructions to prepare basic foods using familiar tools - Use basic tools (spoon, spreader) with increasing control - Begins to follow 1-step instructions - Prepares simple foods (e.g. toast, sandwiches) - Participates in shared cooking with turn-taking	Prepare simple dishes using basic skills and begin to make choices about food - Begin to prepare simple dishes (e.g. fruit salad, wraps) - Uses early cutting skills safely (soft foods) - Begin to measure and sequence steps	Learners independently follow short recipes to prepare simple meals safely - Prepares simple healthy meals (e.g. pasta, salads) - Uses a range of equipment safely (peeler, knife, grater) - Begins to follow 2–3 step recipes	Understand and apply the basic principles of a healthy and varied diet – <i>this is covered within science and PSHE objectives.</i> Independently plan, prepare and evaluate dishes with increasing efficiency - Prepares a range of savoury dishes - Uses a full range of kitchen equipment appropriately including electrical equipment - Follows written or visual recipes - Adapts recipes (portion size, substitutions) - Evaluates and improves dishes - Works within time expectations

Food Knowledge and Processing	Engage with and recognise familiar foods through sensory exploration - Experiences food through touch, smell and taste - Recognises familiar foods - Engages in early food-related play	Identify basic food origins and simple preparation processes - Identifies foods from plants and animals - Recognises simple preparation (washing, cutting) - Matches foods to real-life examples	Understand that food changes through preparation and cooking - Describes simple food changes (raw vs cooked) - Observes cooking processes (melting, heating) - Understands that preparation alters food	Explain where food comes from and how it is stored - Describes farm-to-fork processes (e.g. farm – shop – cooking – eating) - Identifies storage locations (fridge, cupboard) - Recognises basic seasonality	Understand food sourcing, processing and use in real-world contexts - Understands food sourcing (shops, suppliers, kitchens) - Identifies processed vs fresh foods - Applies knowledge of food storage and labelling - Recognises ingredients in hospitality contexts - Understands menu structure (starter, main, dessert)
Food hygiene & Safety	Participate in supported hygiene routines - Begins to engage in supported handwashing routines (e.g. tolerates and participates in washing hands) - Participates in safe eating and food routines (e.g. sits safely, follows simple meal/snack routines)	Begin to follow simple hygiene routines - Follows basic hygiene routines with reminders - Prepares for cooking (apron, handwashing) - Participates in cleaning activities	Follow structured hygiene routines and begin to understand their importance - Follows visual hygiene routines - Helps clean workspaces - Begins to explain why hygiene is important	Apply basic hygiene and safety rules - Remembers and follows hygiene routines - Understands cross-contamination basics - Identifies correct food storage areas	Consistently demonstrate safe and hygienic practice in realistic contexts - Demonstrates hygiene before, during and after cooking - Maintains a clean and organised workspace - Stores food safely and labels appropriately - Follows work-place style food safety expectations

	Anticipates hygiene routines as part of cooking activities (e.g. responds to prompts or visuals to wash hands before cooking)				Understands consequences of poor hygiene
Communication & Independence	Communicate food preferences and make simple choices - Uses gestures, symbols or visuals to request food - Makes simple choices between foods	Communicate basic information and follow simple instructions - Names foods and tools (verbally or using AAC) - Follows simple instructions - Practice turn-taking and shared cooking tasks	Describe food and sequence simple tasks - Describes taste, colour and texture - Sequences steps using visuals	Communicate effectively during cooking tasks - Follows and interprets simple recipes - Communicates needs and preferences - Engages in structured cooking routines - Evaluates food (taste, texture, appearance)	Communicate independently and function within practical environments - Reads and follows basic recipes - Communicates within a team - Asks for help appropriately - Follows structured routines
Employability and Hospitality					Demonstrate knowledge of hospitality and apply employability skills in practical contexts - Identifies hospitality settings (cafés, restaurants, hotels, takeaways) - Describes services (food service, customer service, cleaning) - Identifies job roles (chef, kitchen

					assistant, waiter, cleaner) • Matches personal strengths to roles • Participates in real-life tasks (taking orders, preparing food, serving, cleaning) • Demonstrates employability skills (teamwork, communication, responsibility, following instructions)
Equipment to be used in each curriculum stream	To be used through play and exploration: Bowl Spoons Cutters Measuring spoons	Bowl Spoon Cutters Soft spreading knife Small jug Plastic food knife	Fork Table knife Rolling pin Scales Measuring jug Chopping board Kitchen scissors	Weighing scales Peeler Grater Saucepan Cake tin Sieve Baking tray Mixing bowl Measuring spoons Oven gloves Vegetable knife	Digital scales Measuring jug Vegetable knife Mixing bowl Baking tray Colander Whisk Blender Food thermometer Tin opener Microwave Air fryer Slow cooker

Cooking skills to be taught in each curriculum stream	To be used through play and exploration:	Mixing	Measure using measuring spoons	Peel	Measure ingredients accurately using analogue and digital scales
	Mixing	Spreading (soft ingredients)	Soft food cutting with table knife	Snip with scissors	Follow written recipes
	Spooning	Spooning	Threading soft food into skewers	Spread evenly over food	Use electrical equipment safely (e.g. blender, microwave)
	Pressing cutters	Arranging	Measuring with jugs / scales	Grate (soft foods)	Use an oven safely with supervision as required
	Pouring – with support	Open packaging – with support	Arrange	Shape	Select appropriate equipment for a task
			Washing fruit and vegetables	Crush	Portion and present food appropriately
			Following a visual sequence	Juice	Serve food to others
				Sift	Clean and maintain a workstation
				Cut soft foods with table knife progressing to firmer foods with a vegetable knife using: fork secure, claw grip and bridge hold	Store food correctly after use
				Using an oven with support	Work within a given timescale
				Using a microwave	Follow basic hospitality routines
				Washing up equipment after use	Apply knife skills using claw and bridge techniques



Produced by B. Vincent – Curriculum Lead for Selworthy School