



The
Oak Partnership

TOP Secondary SEND Curriculum 2026 - 28



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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.

Secondary Curriculum Rationale

Within the secondary phase, our curriculum builds upon the foundations established in primary and increasingly prepares learners for adulthood, independence and successful participation in their communities. Through our developmental curriculum streams, learners continue to access a personalised and ambitious curriculum that reflects their strengths, interests, aspirations and EHCP outcomes. Learning remains responsive to individual need while providing appropriate challenge and opportunities for greater independence and self-determination.

Communication, independence and preparation for adulthood form the core drivers of the secondary curriculum. Learners are supported to develop the confidence and skills needed to express their views, make informed choices, advocate for themselves and build positive relationships with others. We place significant importance on helping learners understand themselves, their place within society and their potential future pathways.

As learners progress through our secondary phase, increasing emphasis is placed on developing the functional knowledge, skills and behaviours required for adult life. Opportunities are provided for learners to participate in their local community, develop social understanding, manage personal responsibilities, make decisions and become as independent as possible. Learners are encouraged to apply their learning in meaningful and real-world contexts, enabling them to develop confidence and a greater understanding of the world around them.

Our curriculum provides opportunities for learners to achieve recognised qualifications that celebrate achievement and support progression beyond school. Learners may work towards Functional Skills qualifications in English and Mathematics, developing practical literacy and numeracy skills that can be applied in everyday life, further education and future employment. Qualification pathways are carefully matched to learners' abilities, aspirations and long-term outcomes.

Alongside academic qualifications, learners in Key Stage 4 have opportunities to access vocational qualifications and practical learning experiences. These pathways enable learners to develop transferable skills, explore areas of personal interest and gain a greater understanding of future education, training and employment opportunities. Through

vocational learning, learners develop independence, responsibility, resilience and employability skills that will support them throughout adult life.

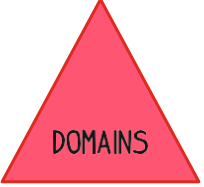
Relationships, wellbeing and personal development remain fundamental throughout the secondary phase. We recognise that positive relationships with trusted adults and peers underpin successful learning and support learners to develop confidence, emotional regulation and resilience. We are committed to ensuring that learners feel safe, valued and empowered to engage fully in school life and their wider communities.

Our broad and balanced curriculum continues to be enriched through cultural capital opportunities, enabling learners to experience the wider world, broaden their horizons and develop aspirations for their future. Through a combination of academic learning, personal development, community engagement, vocational experiences and preparation for adulthood, we seek to equip learners with the skills, knowledge and confidence to lead fulfilling, meaningful and successful lives beyond school.

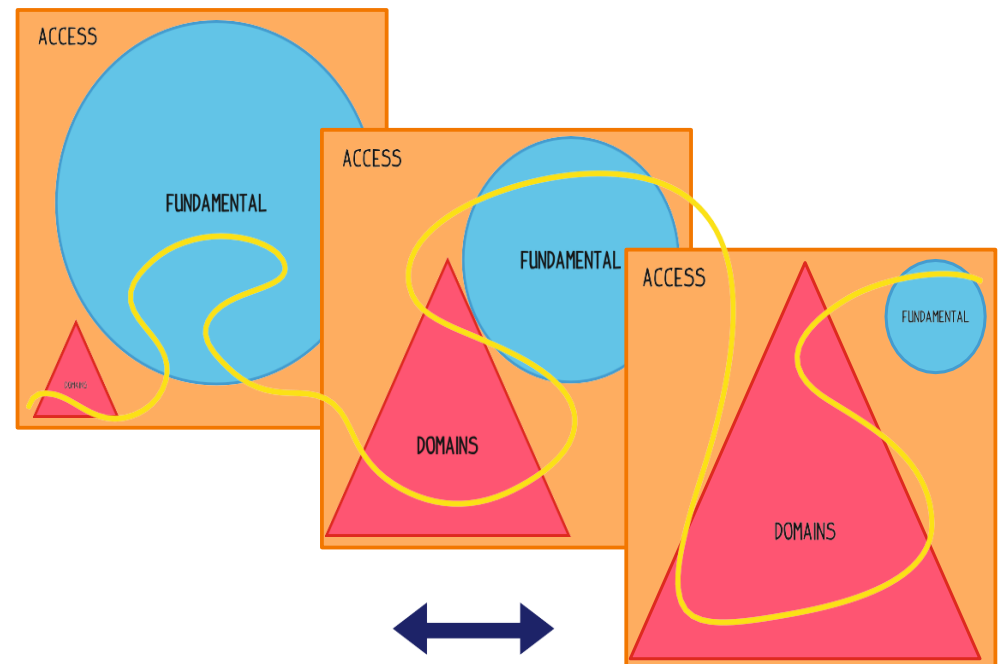
By the end of the secondary phase, we aim for learners to be effective communicators, confident individuals and increasingly independent young adults who are prepared for their next stage of education, training, employment and adulthood.

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

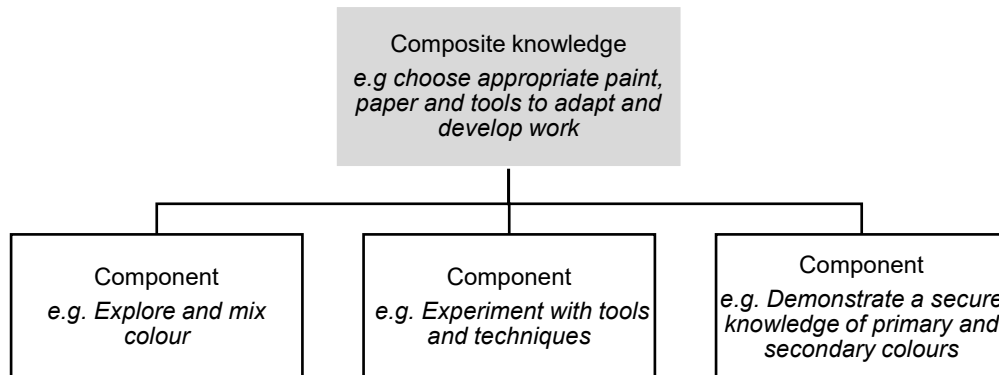
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

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

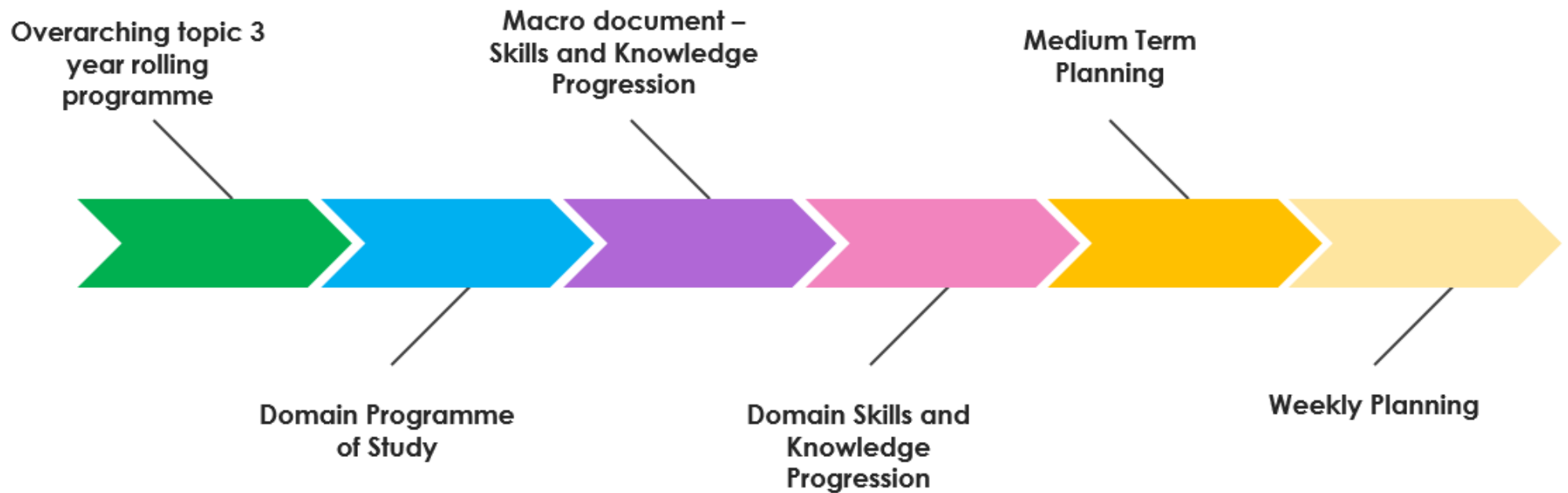
Learners are provided with opportunities to practise and generalise skills across different contexts, people and environments. Curriculum experiences are designed to ensure that learning is meaningful, transferable and applicable to everyday life.

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	Pathway 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.	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.	Learners will use curricula knowledge across a range of domains and situations. Learners will choose and use a preferred method of application for a range of domains Learners will transfer skills Learners are capable of perspective taking, understanding and consider other's perspectives. Learners begin to think hypothetically, considering several possibilities, and can think logically.

		Learners will begin to access domain specific lessons delivered through play-based and immersive activities.				
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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?	Interesting Inventions	Changes through time	Planes, Trains and Automobiles	Animations	Sustainable Living
Year 2	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Mountains and Icecaps	Myths and Legends	Our Somerset	Carnival	Coastal Critters
Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who Am I?	Building in Bristol (Brunel Focus – bridges, tunnels, etc.)	My Community	Global Adventures	Space	Natural Planet

KS4 Provision – Vocational

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

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

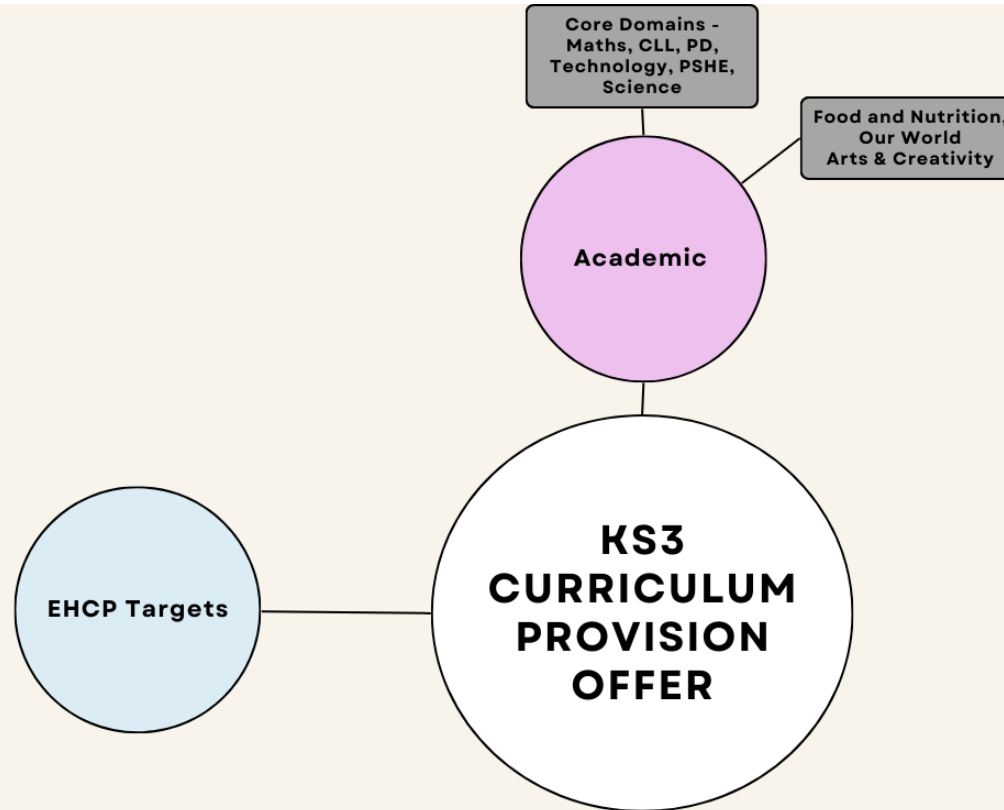
These vocational options were selected for the KS4 curriculum as they are practical in nature and develop the skills needed for independence and working towards employment. There is a focus on preparing learners beyond school and future life. As learners are given the choice as to which vocational options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

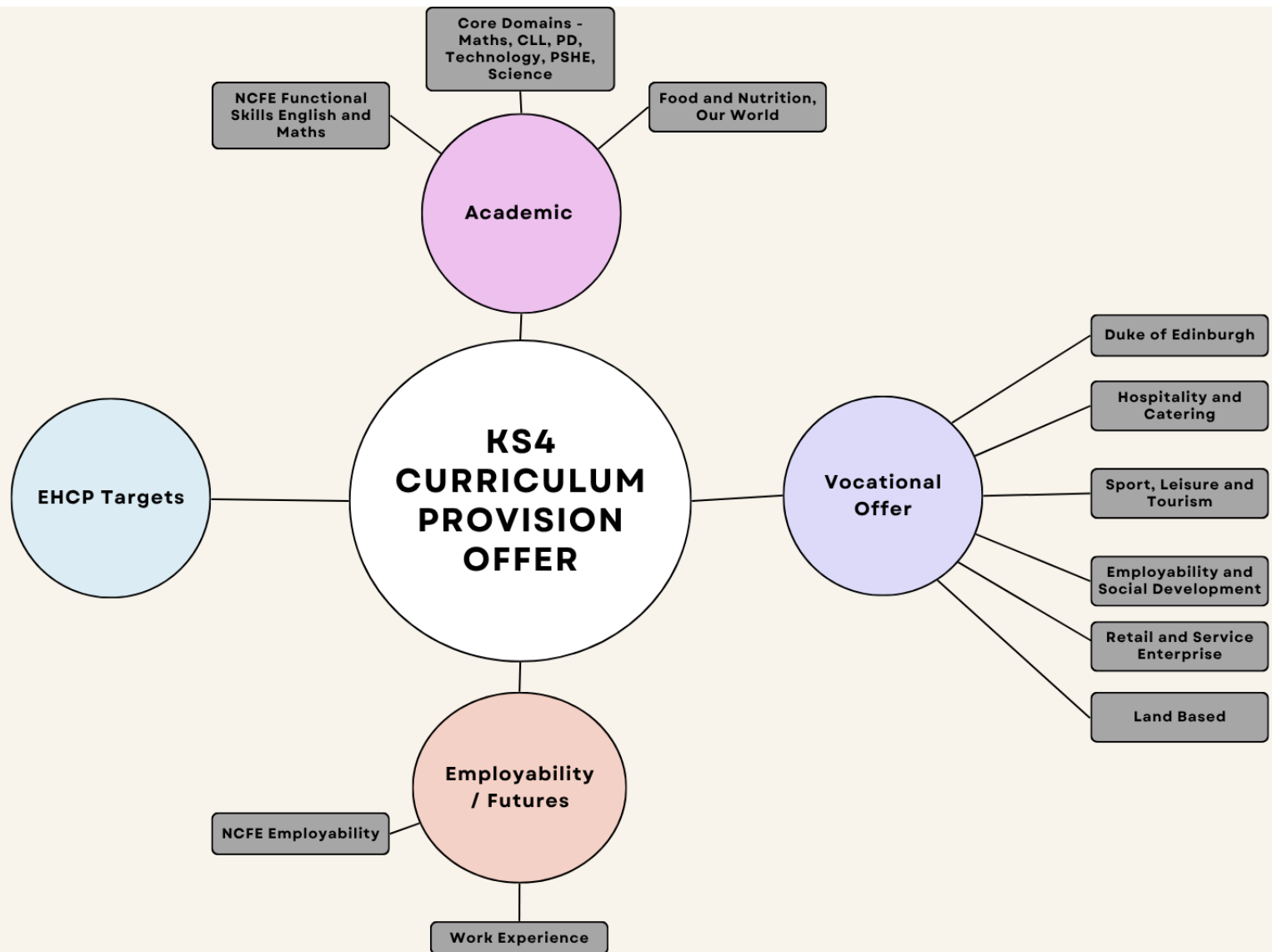
Learners are working towards qualifications in three different levels: our internal Pre-Entry level assessments; NCFE Entry Level 3 and NCFE Level 1. This is dependent on which curriculum stream learners are working within and the appropriateness of each qualification level.

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

The KS3 and KS4 Curriculum provision offers are detailed below.

Secondary Curriculum Provision Offer







Science

Science helps learners to understand themselves and the world around them. Through science, learners explore living things, materials, forces, their bodies, their senses and the environment in which they live. We want learners to develop curiosity, a sense of awe and wonder, and the confidence to ask questions, investigate and seek explanations for how and why things happen.

At Selworthy, science supports learners to develop an understanding of themselves and the world around them, increasing their independence and preparing them for adulthood. Scientific understanding enables learners to make informed decisions about health, safety, wellbeing and their interactions with the wider world.

Engagement in science will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased curiosity, sustained attention, exploration, investigation, communication or the ability to recognise cause and effect. Through a range of practical, multi-sensory and real-life learning experiences, learners develop scientific knowledge and skills that can be applied in everyday life, from understanding healthy lifestyles and personal wellbeing to caring for animals, plants and the wider environment.

Science is taught through whole-school topics where appropriate and through opportunities to work scientifically using play, exploration and investigation. Learning focuses on developing the skills, knowledge and understanding that support independent living and meaningful participation in the world around us. Science also provides meaningful opportunities for learners to communicate observations, make choices, express preferences, share discoveries and engage actively with their learning.

Expectations in science are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams are supported to explore, observe and interact with people, objects, materials and natural phenomena through sensory experiences and play. Within the Developing stream, learners begin to recognise patterns, explore cause and effect and develop early enquiry skills through

structured experiences and guided exploration. Learners within the Broadening stream are encouraged to observe, question, compare and investigate, developing increasingly independent scientific thinking. Learners within the Blended and Pathway streams build upon these foundations, working scientifically through observation, questioning, predicting and investigating whilst accessing increasingly subject-specific knowledge and National Curriculum content appropriate to their stage of development.

Many aspects of science are embedded within everyday experiences. Learners explore seasonal changes, weather and the natural environment through daily interactions with the world around them, from selecting appropriate clothing for different weather conditions to observing and identifying changes across the seasons. Scientific vocabulary, symbols and subject-specific concepts are introduced progressively and in ways that are meaningful and accessible to each learner, supporting progression throughout their scientific learning journey.

Through science, we aim to develop learners who are curious, engaged and increasingly independent; learners who are equipped with the knowledge, skills and understanding needed to make sense of the world around them and participate confidently in everyday life.

Science Programme of Study

One year programme science units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Human Body and Life Processes	Forces, Movement and Electricity	Senses, Light and Sound	Living Things, Habitats and Plants	Scientific Investigation	Materials and Their Properties

Continuous Strands covered over the whole year	
Weather, Seasons and Environmental Change	
Eco and Sustainability	

Science Skills and Knowledge Progression

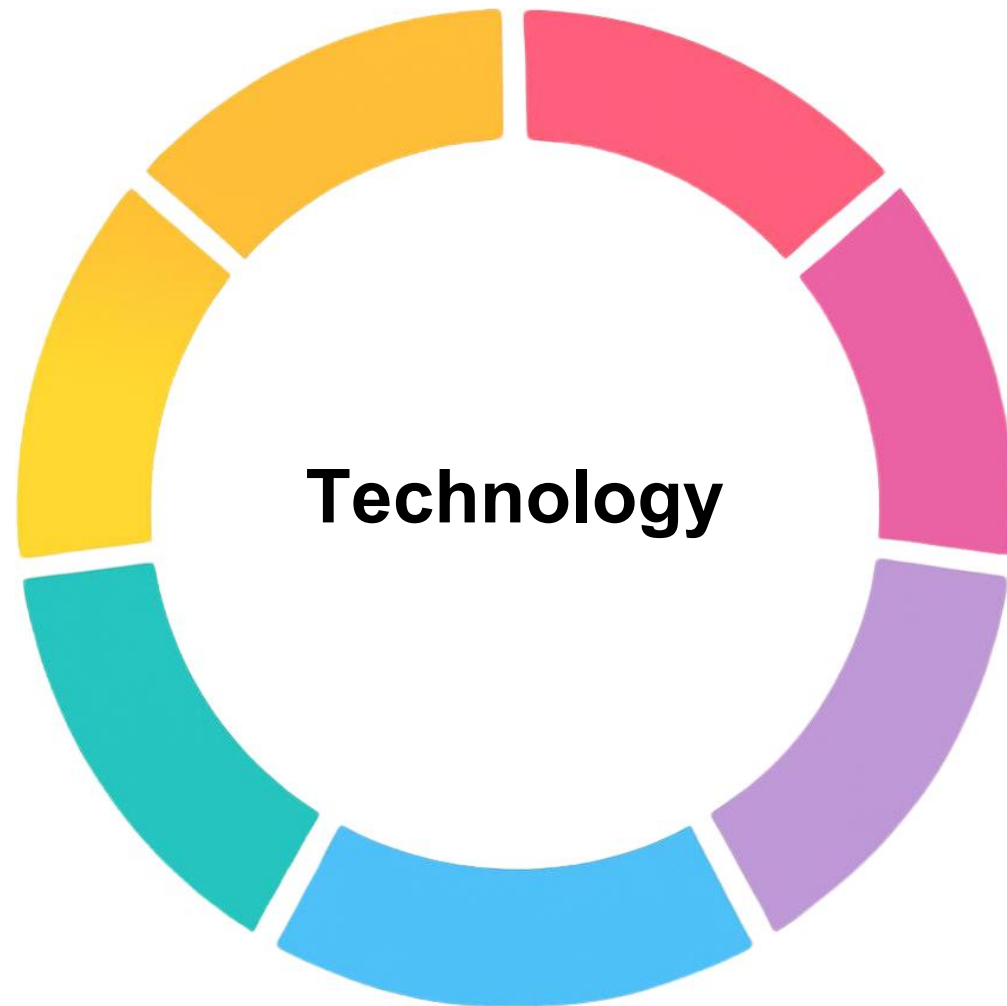
Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Senses, Light and Sound	Respond to sensory stimuli and begin to recognise differences in light and sound within structured environments 1. React to changes in light and sound 2. Engage with familiar sensory stimuli 3. Anticipate repeated sensory experiences	Explore and describe differences in light and sound using familiar experiences and supported vocabulary 1. Identify simple differences in light and sound 2. Begin to use basic scientific vocabulary 3. Explore how actions change sensory input	Investigate light and sound through play and simple enquiry and describe what they notice 1. Identify common sources of light and sound 2. Notice when shadows appear and change position 3. Describe sounds as loud/quiet and high/low 4. Explore how actions can change light and sound • Communicate observations using words, symbols, signs or AAC	Explain how light and sound behave and apply this knowledge to explain everyday phenomena 1. Explain reflection and shadow formation 2. Describe sound as vibrations travelling through materials 3. Apply knowledge to real-world contexts	Use simple scientific models (e.g. diagrams, demonstrations or practical examples) to explain and predict how light and sound behave in unfamiliar contexts 1. Explain how sound travels through different media 2. Investigate relationships between vibration, pitch and volume 3. Predict outcomes using prior knowledge
Forces, Movement and Electricity	Engage with movement and begin to anticipate outcomes of physical actions 1. Respond to push and pull forces 2. Engage in repeated movement actions	Describe movement and recognise the effect of simple forces using supported language 1. Identify push, pull and twist 2. Describe changes in movement	Explore how forces and electricity affect everyday objects and describe what they observe 1. Investigate how pushing, pulling and twisting affect movement	Explain and apply knowledge of forces and electricity to predict outcomes and solve simple problems 1. Explain how forces act on objects	Explain and evaluate the effects of forces, electricity and magnetism in practical and theoretical contexts 1. Explain gravity, friction, air and water resistance

	3. Anticipate outcomes of actions	3. Explore forces through play	2. Explore how different surfaces make objects move faster or slower 3. Identify everyday objects that use electricity 4. Recognise that electricity helps some objects work Follow simple safety rules when using electrical devices	2. Predict outcomes in simple circuits 3. Apply knowledge to solve practical problems	2. Construct and troubleshoot electrical circuits 3. Identify conductors, insulators and magnetic materials
Human Body and Life Processes	Show awareness of bodily responses and recognise basic needs - Respond to hunger, movement and routines - Identify basic needs (comfort, food, rest) - Engage in body awareness activities	Recognise body parts and describe human needs and changes - Name main body parts - Describe basic needs for survival - Recognise simple growth changes	Explore how the body grows and identify ways to stay healthy - Identify how the body grows and identify ways to stay healthy - Recognise that people grow and change over time - Identify foods that keep us healthy - Explain why we wash hands, brush teeth and keep clean - Talk about simple ways to look after the body	Explain how human body systems function and apply knowledge to health and lifestyle choices - Identify the main parts involved in digestion (e.g. mouth, stomach, intestines) - Describe how food is broken down and travels through the body - Explain that food provides nutrients and energy for the body - Analyse impact of diet and lifestyle - Relate body systems to overall health	Explain human body systems in detail and evaluate how lifestyle choices affect long-term health - Describe digestive system processes sequentially - Explain the role of nutrients and teeth - Evaluate long-term lifestyle impacts

Living Things, Habitats and Plants	Engage with living things and recognise simple environmental differences 1. Notice animal and plants 2. Respond to different environments 3. Explore similarities and differences	Identify living things and describe simple features and habitats 1. Recognise common animals and plants 2. Match organisms to habitats 3. Describe simple features	Explore living things and describe how they meet their basic needs 1. Identify common animals and plants 2. Group animals using observable features 3. Match living things to familiar habitats 4. Describe what animals and plants need to survive	Analyse relationships between organisms and environments and explain life processes 1. Construct food chains and webs 2. Explain adaptation and survival 3. Analyse environmental change impacts 4. Classify organisms into groups	Use classification systems and scientific evidence to explain ecosystem relationships and environmental change 1. Use classification keys accurately 2. Explain adaptations linked to habitats 3. Evaluate impact of environmental change
Materials and Their Properties	Explore materials and show awareness of differences through interaction 1. Handle a range of materials 2. Notice differences in texture and hardness 3. Show preferences	Describe materials and recognise simple properties in familiar contexts 1. Identify common materials 2. Describe simple properties 3. Group materials by similarity	Explore materials and describe their properties and changes 1. Compare materials using observable properties 2. Sort materials into simple groups 3. Investigate which materials are suitable for different purposes 4. Notice changes when materials are mixed, heated or cooled 5. Describe changes using simple scientific vocabulary	Apply knowledge of materials to explain and predict changes and suitability for different uses 1. Describe states of matter 2. Explain irreversible changes 3. Predict material behaviour 4. Justify material selection	Explain material properties and changes and apply knowledge to scientific investigations and real-life contexts 1. Compare states of matter and transitions 2. Explain reversible and irreversible changes in detail 3. Use separation techniques (filtering, sieving, evaporation)

Scientific Investigation	Engage in structured exploration and begin to anticipate outcomes 1. Explore cause and effect 2. Repeat actions to confirm outcomes 3. Anticipate results	Make predictions and describe outcomes using observation and supported communication 1. Predict outcomes 2. Observe results 3. Communicate findings	Plan and carry out investigations and begin to analyse results using simple reasoning 1. Plan simple enquiries 2. Record data accurately 3. Identify patterns	Independently plan, carry out and evaluate scientific enquiries using evidence to justify conclusions 1. Design investigations 2. Analyse data and identify relationships 3. Evaluate methods and conclusions	Design, conduct and evaluate increasingly complex scientific enquiries and justify conclusions with evidence 1. Design fair tests and select equipment 2. Record and present data accurately 3. Analyse findings and refine methods
Continuous strand: Weather, Seasons and Environmental Change	Recognise and respond to weather and environmental changes 1. Notice changes in weather 2. Respond appropriately to conditions 3. Engage in seasonal experiences	Describe weather patterns and seasonal change 1. Identify types of weather 2. Describe seasonal differences 3. Link weather to daily life	Explain seasonal patterns and environmental change over time 1. Describe seasonal weather patterns 2. Explain changes in daylight and temperature 3. Link changes to living things	Analyse weather patterns and environmental change and their effects 1. Explain seasonal variation 2. Analyse impacts on ecosystems 3. Relate change to human activity	Explain weather systems and environmental change using scientific models and real-world evidence 1. Explain the water cycle and basic weather systems 2. Analyse environmental change over time 3. Evaluate human impact on climate and environment
Continuous Thread: Eco & Sustainability	Develop awareness of environmental responsibility 1. Observe environmental care actions 2. Participate in supported activities	Describe sustainable actions and environmental responsibility 1. Identify eco-friendly actions 2. Participate in recycling and conservation	Explore how our actions affect the environment and identify ways to help care for it 1. Identify actions that help or harm the environment 2. Sort and recycle everyday materials	Analyse sustainability concepts and apply understanding to reduce impact 1. Explain sustainability and conservation	Evaluate sustainability strategies and apply scientific understanding to environmental challenges 1. Explain renewable and non-renewable resources

	3. Recognise positive behaviours	3. Describe impacts of actions	3. Describe ways to reduce waste 4. Take part in activities that care for the environment 5. Explain why looking after the environment is important	2. Compare environmental impacts 3. Design and take part in eco-projects	2. Analyse environmental challenges and solutions 3. Propose improvements to reduce human impact
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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	Pathway Curriculum
Digital Media	Photography and film	Experience images and moving pictures and understand that actions can create visual changes - Engage with photographs and videos of familiar people, places and events - 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	Plan, create and refine photography and film for a chosen audience or outcome - Plan media linked to real-life or vocational contexts - Apply editing tools to improve quality and impact - Evaluate finished media against an intended purpose
	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	Sequence movements to create simple animated narratives - Create animations with a start, middle and end - Adjust movements of objects or on	Plan and improve animations for a specific purpose - Plan an animation linked to learning themes - Create and review animations	Design, create and refine animations to communicate ideas or stories Create a storyboard of planned animations

		Repeat actions that create movement	Recreate preferred movements using digital devices or physical objects	screen to improve meaning Describe what happens in their animation	Respond to feedback from peers or adults	- Select appropriate tools and techniques - Make improvements based on evaluation
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 - Select symbols to express needs or ideas - Recognise personal text such as name - Make marks using digital tools	Combine symbols, images and emerging text to convey meaning - Choose symbols or words to match purpose - Begin to use keyboards or on-screen tools - Combine text with visuals to convey meaning	Create, edit and use digital text for an audience - Type words or sentences - Edit text for clarity - Select appropriate symbols or language	Communicate clearly using digital text, symbols or AAC tools - Choose communication tools suited to purpose (e.g. selecting symbols, typed text, images or AAC depending on what is being communicated and who it is for) - Edit content for accuracy or tone - Use digital communication in real-world contexts

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 controlling digital devices	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)	Independently manage and maintain digital devices for learning and daily life • Troubleshoot common issues (e.g. recognising when a device is not working and identifying the appropriate familiar solution) • Adjust settings to meet needs (e.g. adjusting volume, brightness, access options or input settings) • Use devices responsibly across contexts (e.g. using devices appropriately at school, home or in the community)
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)	Create and adjust short sequences of instructions • Create sequences to achieve a chosen outcome • Identify and correct errors • Predict outcomes before testing	• Design, test and debug simple programs • Use visual programming tools (e.g. symbol – or block-based programs to create simple sequences)	Apply programming skills to solve problems or control systems independently • Plan programs before creating them • Test and refine solutions • Apply skills to real-world technology

			demonstrated by an adult) Recognise patterns (e.g. noticing when the same actions lead to the same outcomes)		- Identify and fix errors with increasing complexity - Explain what a program does	
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 simple rules like 'finished' or 'stop') - Respond to adult guidance - Share devices appropriately	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 using technology with others - Seek help when unsure (e.g. handing device to an adult when something isn't working)	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) - Use simple safety rules (e.g. 'be kind', 'tell an adult' or 'stop and check')	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 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)	Demonstrate responsible, safe and respectful digital behaviour - Manage privacy and personal information (e.g. make supported decisions about what to share and with whom) - Make informed choices online (e.g. recognise possible risks and choose safer options) - Understand consequences of digital actions (begin to understand that online behaviour can affect themselves and others)

	Artificial Intelligence					Understand how to use Artificial Intelligence (AI) safely, responsibly and appropriately in everyday contexts • Explain what AI is using familiar examples • Use AI tools for a specific purpose • Recognise that AI responses may not always be correct • Check important information using trusted sources • Keep personal information private when using AI • Use AI respectfully and responsibly • Discuss advantages and limitations of AI
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Our World

The Our World Domain encompasses the following subjects:

- History
- Geography
- Religious Education

The Our World Domain enables learners to develop an understanding of themselves, their communities and the wider world. Through History, Geography and Religious Education, learners explore who they are, where they belong and how people, places, cultures and beliefs shape the world around them. We aim to broaden horizons, inspire curiosity and help learners recognise that there are opportunities, experiences and perspectives beyond their immediate environment.

At Selworthy, we believe that understanding the world around us is fundamental to developing independence, confidence and meaningful participation in society. Through the Our World curriculum, learners develop a sense of belonging, an appreciation of diversity and an understanding of their role within their family, school, local community and wider world. Learners are supported to become active participants in their communities and to develop the knowledge, skills and confidence needed to navigate an increasingly diverse society.

The curriculum begins with a focus on the learner and their immediate world. Through exploration of themselves, their families, relationships and familiar environments, learners develop a strong sense of identity and self-awareness. As learners progress through the curriculum streams, they build an increasingly sophisticated understanding of their local community, the wider world, historical events, geographical features and different cultures, beliefs and ways of life.

Engagement in the Our World curriculum will vary according to each learner's needs and developmental stage. Learners are encouraged to explore, question, investigate, compare and communicate their

understanding through a range of meaningful, practical and sensory experiences. The curriculum supports learners to become increasingly

independent thinkers, developing enquiry, observation and analytical skills that help them make sense of the world around them.

Expectations within the Our World Domain are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams focus on developing awareness of themselves, familiar people, routines and environments through sensory exploration and meaningful experiences. Within the Developing stream, learners begin to recognise similarities and differences, explore familiar places and develop an awareness of people, events and the world around them. Learners within the Broadening stream are encouraged to ask questions, explore the past, develop geographical understanding and begin to consider the beliefs, traditions and experiences of others. Learners within the Blended and Pathway streams build on these foundations through increasingly structured learning in History, Geography and Religious Education, accessing age-appropriate National Curriculum content and developing deeper subject-specific knowledge and understanding where appropriate.

Through studying different communities, cultures, beliefs and viewpoints, learners develop respect for others and an understanding that people may hold different perspectives, values and experiences. The Our World curriculum encourages learners to celebrate diversity, recognise commonalities and differences, and develop the skills needed to build positive relationships within modern multicultural Britain.

Geographical learning supports learners to understand and navigate their environment with increasing confidence. Progression includes opportunities for exploration, fieldwork and map work, beginning with familiar spaces and gradually extending into the local community and wider world. These experiences contribute directly to the development of independence, community participation and preparation for adulthood.

Learning within the Our World Domain is delivered through a range of approaches tailored to learners' individual needs. Learners are provided with appropriate challenge and opportunities to engage through real-life objects, sensory experiences, stories, artefacts, visitors, workshops and educationa

visits. Teachers are encouraged to build upon learners' interests and provide meaningful experiences that bring learning to life. Visits into the community are used where appropriate to support understanding of the wider world and the development of independence and transition skills.

Religious Education is explicitly taught to learners accessing the Broadening, Blended and Pathway curriculum streams. For learners accessing the Exploratory, Emerging and Developing streams, Religious Education is introduced through meaningful experiences of festivals, celebrations, traditions and cultural events from a range of faiths and communities. This approach provides learners with opportunities to experience similarities and differences between people and communities in ways that are accessible and relevant to their stage of development.

Through the Our World Domain, we aim to develop learners who are curious, respectful and increasingly independent; learners who understand themselves, value others, appreciate diversity and are equipped to participate confidently in their communities and the wider world.

Our World Programme of Study

History Programme of Study

One year programme history units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stories, People and Places	Geography	Life, Now and Then	Geography	Remembering and Exploring the Past	Geography

Geography Programme of Study

One year programme geography units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	People, Places and Connections	History	Our Changing World	History	Exploring Our Planet

Religious Education Programme of Study

Our World Religious Education – One Year Programme						
(In line with Trust Curriculum Approach – LDBE)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emerging & Developing						
Broadening	What Makes Me Special?	Who is Special to Different People?	Which Stories are Special to Different People?	How Do Different People Celebrate their Special Times?	What Places are Special to Different People?	If the World is Special, How Should We Treat It?
Blended	Who is God to Christians and why does God matter to them?	Why is it important to say thank you?	Who is Allah (God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship?
Pathway	What is religion? What is spirituality?	How do people express their spirituality together? Pilgrimage - Muslim and Hindu worldviews	Does creativity matter in religious worldviews? (Music)	Do people always put their beliefs into action? Christian worldviews	Is technology a good thing for religious worldviews? (Part 1)	Does Religion Matter?

History

Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Stories of People and Places	Explore stories, photographs, objects and environments connected to real people and places, developing awareness that people belong to different communities, roles and settings - Experience stories about people connected to places they recognise or use (school, neighbourhood, travel routes, work environments) - Encounter people through real photographs, uniforms, tools, ID badges, signage, rather than toys or role-play props - Respond to differences between types of places (workplace, public space,	Identify people, places and roles within communities and recognise that people in the past and present contribute to society in different ways - Name or recognise people connected to specific places (staff roles, community figures, family members) - Identify simple features of places and link them to what people do there - Listen to and engage with past-focused stories about real people, framed around <i>before/now</i> rather than fantasy - Match people with objects, clothing, or environments associated with their roles	Describe the lives and experiences of people from different times and places, recognising similarities, differences and the factors that shaped their experiences - Sequence life events of older children, teenagers or adults rather than babies and toddlers - Identify similarities and differences between people's lives now and in the past, including school, work, travel or home life - Learn about a significant person through a short, coherent, age-appropriate narrative - Describe what people did in the past using	Use historical sources to investigate significant individuals and communities, explaining how their actions influenced people, places and society - Study significant local, national or culturally relevant individuals, chosen for relevance to pupils' lives and identities - Use photographs, artefacts, short texts, video or oral accounts to answer: <i>Who were they? What was their role? Why are they remembered?</i> - Compare two people from different times or places - Describe how a person influenced their community or environment	Explain why individuals, groups and places are historically significant, using evidence to explore different perspectives and interpretations of the past - Explain why certain people, groups or places are remembered using supported reasoning - Explore how accounts of people differ depending on who tells the story - Recognise that some voices or experiences may be missing - Explore how places shaped people's lives (e.g. work, housing, movement) - Construct short explanations, using evidence, about the importance of individuals or communities

	home, community setting) - Engage in structured, sensory storytelling about real people doing real roles (caretaker, driver, nurse, police officer, shop worker) - Show awareness that people belong to places and roles, even if responses are pre-verbal or emotional	Begin to recognise that people had similar roles in the past to now	structured, respectful language Begin to recognise that people's experiences differed depending on who they were and where they lived	Recognise that people made choices within the opportunities they had	
Life Then and Now	Explore differences between past and present life through sensory experiences, objects, images and familiar routines - Experience contrasting real objects, images or environments linked to daily life (old/new phones, uniforms, tools, transport) - React to differences in routines and expectations (school)	Identify and describe simple differences between life in the past and present using everyday examples and basic time language - Begin to sort images or objects into past / present - Describe simple differences between clothing, technology, school life or transport - Use basic time language meaningfully (before, now, long ago)	Recognise changes and continuities in everyday life and explain simple reasons why aspects of life have changed over time - Create simple timelines linked to school life, transport, communication or leisure - Describe changes in aspects of life relevant to teenagers and adults - Explain changes using simple reasoning (new)	Compare daily life across different time periods and describe how developments in society, technology and culture have influenced change - Compare daily life in two periods using structured language - Identify similarities and differences in schooling, work, homes or transport - Use photographs, objects and reconstructions	Use historical evidence to explain patterns of change and continuity over time, considering causes, consequences and their impact on people's lives - Study patterns of change across longer timescales - Explain simple cause-and-consequence chains - Recognise that not all changes were improvements for everyone - Use evidence to explain how and why aspects of life changed - Begin to reflect on how past changes shape life today

	ol day then/now, travel then/now) • Explore items from the past and present through sensory engagement (weight, texture, sound) • Engage with photo or video pairs showing past and present versions of recognisable places or activities • Show awareness that things used to be different, even if responses are non-verbal	• Talk about differences between their own lives and those of parents, carers or older relatives • Recognise that people lived differently in the past	machines, new rules, new needs) • Identify that some things have changed while others have stayed the same • Begin to recognise that change affected people differently	to identify features of life in the past • Describe change and continuity with supported explanations • Begin to link changes to wider developments (technology, rules, society)	
Remembering and Exploring the Past	Explore memories, artefacts, photographs and stories, recognising that they can provide information about people, events and experiences from the past • Explore real artefacts, photographs or objects linked to community, work, school or public life • Engage with memory	Identify evidence from photographs, objects and memories and use it to talk about events and experiences that happened before • Identify images or objects as past or present • Talk about personal or shared memories using everyday language • Recognise that photographs, videos and objects	Use artefacts, photographs and records to investigate the past, asking and answering simple questions about people, events and experiences • Describe what artefacts, photos or records show • Ask and answer basic questions about sources (What is it? Who used it?) • Understand that we use evidence to	Use a range of historical sources to investigate the past, recognising that different sources provide different information about people and events • Explore a range of sources (artefacts, images, short texts, oral accounts) • Learn why certain events or people are remembered publicly • Ask questions about how we know	Evaluate historical sources and interpretations, using evidence to explain how and why different accounts of the past may vary • Explain what sources show and what they do not show • Recognise that accounts differ depending on perspective or purpose • Understand remembrance as an interpretation of the past • Use evidence to support simple historical explanations

	through class events, trips, routine changes or shared experiences • React to stories about things that happened before using props, images or timelines • Match objects to images or places associated with past events • Show recognition that memories and objects connect to the past	provide information about the past • Begin to link objects to people or events • Show curiosity about how we know about things that happened before	learn about the past • Begin to recognise that one source does not tell the whole story • Sequence simple historical narratives using clues from sources	and why some things are remembered • Recognise that different sources give different information • Begin to see remembrance as a choice	• Reflect on why some stories are remembered while others are not
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Geography

Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
People, Places and Connections	Explore local and global places through sensory experiences and geographical media, recognising that people and communities live in different environments around the world - Explore larger spaces through sensory and supported movement - Engage with simple world images and global environments - Explore contrasting environments through sensory experiences - Engage with story-based global settings	Describe how people live in different places and identify geographical features that influence where and how communities live - Identify UK and world places through images - Recognise simple world map outlines - Describe contrasting places using geographical vocabulary - Recognise that people live differently in different places	Compare places using geographical vocabulary and explain how physical and human features influence people's lives - Name and locate continents and oceans - Identify mountains, deserts and other world features - Compare two contrasting global locations - Explore how environments influence ways of life	Explain connections between places using geographical knowledge of location, environment, culture and settlement - Name UK countries, capital cities and surrounding seas - Recall continents and oceans - Identify locations on simple maps - Compare UK and non-UK places using geographical vocabulary	Analyse places at different scales and explain how environmental, cultural and economic factors influence connections between people and places - Compare places at local, national and global scales - Locate counties, cities, rivers and coasts - Use relative location vocabulary accurately - Understand cultural, environmental and economic differences between places

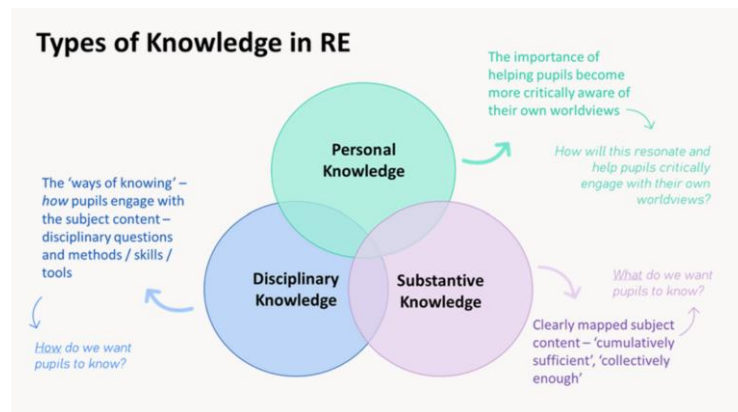
Our Changing World	Explore weather, landscapes and environmental features through sensory experiences and supported learning about the wider world • Experience weather and natural features through sensory exploration • Notice natural and built features in wider contexts	Describe physical processes and recognise how environments differ and change across locations • Identify rainfall and flowing water as geographical processes • Recognise variations in weather across places and seasons	Explain how physical processes and human activities influence environments over time • Explore volcanoes, rivers and coasts • Investigate environmental change through models and visuals • Recognise that environments change over time	Explain interactions between human and physical processes and describe their impact on places and environments • Explain erosion, the water cycle and tectonic activity • Recognise how farming, building and pollution affect environments • Explain environmental change using sequencing and cause-and-effect	Evaluate the interrelationships between human and physical processes and their impact on environments, communities and sustainability • Study rivers from source to mouth • Understand simplified mountain formation • Explore weather and climate patterns • Investigate sustainability and human-environment interactions • Explain geographical interconnections and consequences
Exploring Our Planet	Explore environments through observation, sensory mapping and supported geographical activities • Follow adult-led observation routes • Match simple global images • Use sensory mapping	Use maps and fieldwork activities to collect and record geographical information about places • Follow simple maps • Collect basic fieldwork data • Use simple picture keys	Use map, atlases and fieldwork techniques to investigate and communicate geographical information • Use atlases and large-scale maps • Complete fieldwork tasks • Create sketch maps	Use geographical skills and fieldwork techniques to collect, present and interpret geographical data • Use maps with keys and compass directions • Collect geographical data • Present and interpret findings	Plan and carry out geographical enquiries using maps, fieldwork and data to investigate questions and communicate evidence-based conclusions • Plan and conduct a fieldwork enquiry • Gather, record and present data • Use charts, sketches and annotated maps

					• Use 4-figure grid references • Interpret OS symbols and aerial photographs
Disciplinary Knowledge (“How do geographers know?”)	Explore maps, photographs and environmental stimuli and begin to connect representations with real places • Connect photographs to real places • Explore maps as representations of places • Answer sensory-based questions about environments	Use maps and photographs to identify places and answer simple geographical questions about what they observe • Recognise that photographs show real places • Answer simple geographical questions • Compare two images	Ask and answer geographical questions using evidence from different sources to investigate places and environments • Ask and answer enquiry questions • Compare maps and photographs • Use evidence to describe findings	Use geographical evidence from maps, photos and data to explain observations and compare different sources of information • Use evidence from maps, photographs and data • Explain findings using evidence • Recognise differences between source	Evaluate geographical evidence from a range of sources and use it to draw conclusions, justify viewpoints and answer geographical enquiries • Ask structured geographical enquiry questions • Evaluate photographs, maps and accounts • Compare different sources of evidence • Draw and justify geographical conclusions

Religious Education

The Teaching of Religious Education

The Oak Partnership Trust follows the Lincoln Diocese Board of Education (LDBE) 2024 Primary RE Curriculum. This publication shows the 'Substantive Knowledge Threads' and 'Substantive Knowledge Progression'.



Coverage of Religions

Our curriculum reflects the religious traditions and cultural heritage in Great Britain. Our programme of study covers Christian, Muslim, Jewish, Hindu, Sikh and Non-Religious worldviews.

In addition to the focus religions indicated, schools are free to include additional studies of Faith and Belief, as well as groups within traditions, as they judge to be appropriate and according to local or specific curriculum interests. Particularly in relation to community cohesion all schools are encouraged to ensure that their RE curriculum reflects the principal Faith and Belief in the locality. For example, schools may wish to take account of faiths when there are opportunities in the classroom, e.g., by acknowledging festivals when they occur and making these times 'special days' for pupils who celebrate them.

RE – Substantive Knowledge Threads

This section presents the substantive knowledge of the RE curriculum as longitudinal thematic threads. Each thread is progressive, showing how learners revisit and deepen their understanding over time, ensuring coherence, progression and cumulative knowledge.

Thread 1: Specialness, Meaning and Purpose

Broadening	Blended A	Blended B	Pathway A	Pathway B
People, places, times, stories and the world can be special.	People believe God gives meaning to life.	Worldviews offer answers about what it means to be human.	Beliefs guide ideas about living a good life.	Meaning can be expressed through spirituality.

Thread 2: Belief in God and Ultimate Reality

Broadening	Blended A	Blended B	Pathway A	Pathway B
Some people believe in God.	Christians and Muslims believe in God in different ways.	Beliefs about God shape ideas about humanity.	Christians interpret God in complex ways, such as the Trinity.	Beliefs about God are linked to spirituality and practice.

Thread 3: Authority, Sources of Knowledge and Interpretation

Broadening	Blended A	Blended B	Pathway A	Pathway B
Stories and books can be important.	Religious people use special books.	Texts and teachings shape beliefs about humanity.	Sources of authority are interpreted differently.	Authority relates to definitions of religion and spirituality.

Thread 4: Identity, Belonging and Community

Broadening	Blended A	Blended B	Pathway A	Pathway B
People belong to families and communities.	Beliefs shape belonging and worship.	Communities' welcome members through rituals.	Identity is shaped by duty and responsibility.	Belonging can be spiritual and communal.

Thread 5: Belief in Practice (Lived Worldviews)

Broadening	Blended A	Blended B	Pathway A	Pathway B
People celebrate in different ways.	People pray and worship.	Beliefs shape daily life.	Beliefs guide moral choices and duty.	Spirituality motivates action and pilgrimage.

Thread 6: Equality, Values and Morality

Broadening	Blended A	Blended B	Pathway A	Pathway B
People should care for others and the world.	Thankfulness and kindness matter.	Beliefs shape ideas of human worth.	Duty includes moral responsibility.	Spiritual values motivate justice.

Thread 7: Change, Diversity and Worldviews Over Time

Broadening	Blended A	Blended B	Pathway A	Pathway B
People are similar and different.	Different people believe different things.	Beliefs vary between communities.	Interpretations differ within traditions.	Religion and spirituality are defined in different ways.



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

KS3 CLL one year programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Fiction Non-Chronological 'List, Labels & Captions' Postcards	Fiction Adventure Story Stories by the same author	Character Description Recount: Newspaper Report	Stories from different cultures Instructions: Chronological Reports (Cross-Curricular Link to topic)	Diary Entry (Cross- Curricular Link to topic) Information Texts: Non- Chronological Reports (Cross-Curricular Link to topic)	Fiction Fantasy story Performance Poetry: Poetry by Heart

KS4 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	Pathway Curriculum Entry Level 3 Level 1
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	Analyse language, purpose and meaning across texts • Explain how vocabulary supports meaning • Explore how texts are shaped for different audiences and purposes • Comment on how language changes in different contexts • Express opinions about author choice • Comment on how authors choose vocabulary to influence meaning and response • Recognise from texts the audience and purpose • Decide if texts are formal or informal • Recognise vocabulary associated with different text purposes and styles (e.g.

					persuasive, instructional, descriptive and explanatory texts) Use reference materials and strategies to find meaning
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 - Demonstrate increasing confidence when reading aloud - Engage in repeated reading of short decodable texts to increase automaticity	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	Read fluently for meaning and purpose - Read age-appropriate texts with accuracy and sustained attention - Adjust pace and expression to support meaning - Self-correct appropriately - Evaluate how fluency affects understanding
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	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	Analyse, compare and evaluate meaning across texts - Summarise information and key ideas - Compare viewpoints, ideas and themes - Distinguish between fact and opinion - Justify inferences using evidence - Select appropriate strategies when meaning is unclear (e.g. re-reading,

			• Explain what a text is about • Understand a short piece of text on a simple subject • Read simple sentences with one clause	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	using images, discussing with others, using a dictionary) • Use information from everyday texts such as forms, websites, instructions and schedules • Choose and apply appropriate reading strategies based on purpose and difficulty of texts • Locate and evaluate information from digital texts and websites • Identify purpose of text: e.g., persuade, explain, describe • Identify facts and opinions in straightforward texts • Use the organisational and structural features to locate information from texts • Compare information, ideas and opinions in different texts • Infer meaning from images and visual information
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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	Sustain independent reading habits and personal reading identity • Select texts for pleasure, information or study • Recommend and review texts • Read independently for sustained periods • Use libraries and digital reading platforms appropriately • Access and discuss reading from a range of format, including books, magazines, websites and digital texts
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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 - Spell common exception words - Use alternative spellings for known phonemes - Apply split digraphs - Segment words accurately for spelling - Build fluency in high-frequency words - Begin to proofread for simple spelling errors - Apply suffix rules correctly - Use contractions and apostrophes accurately - Spell common homophones - Use prefixes to change meaning - Edit and improve spelling - Spell correctly words commonly used in everyday contexts	Following ELS Essential Spelling Progression - Use a wider range of prefixes and suffixes - Understand root words and word families - Apply spelling conventions consistently - Use dictionaries and editing strategies - Spell statutory word lists accurately - Apply advanced spelling patterns accurately - Understand word origins and derivations - Use spelling knowledge to support vocabulary choices - Edit for accuracy and audience - Maintain spelling accuracy across extended writing - Use accurate spelling, grammar and

				Produce legible writing suitable for purpose	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 - Attend to adults modelling simple one-clause utterances linked to motivating activities - Respond to familiar words, symbols and action phrases - Use gesture, movement, facial expression, vocalisation	Communicates simple ideas using orally rehearsed clauses, symbols, AAC or emerging written sentences linked to meaningful secondary experiences - Use sentence stems verbally during shared activities - Rehearse simple clauses orally before recording meaning - Identify the beginning and end	Constructs simple and some compound sentences using basic punctuation, familiar vocabulary and orally rehearsed language structures - Orally rehearse sentences before writing - Construct simple sentences using familiar vocabulary - Use capital letters and full stops consistently - Use question and exclamation marks appropriately	Writes organised compound and complex sentences using accurate punctuation, grammatical structures and varied sentence forms appropriate to purpose - Construct compound and simple complex sentences - Use commas and apostrophes appropriately - Maintain consistent tense during writing	Manipulates sentence structures deliberately to communicate clearly and effectively - Use a range of sentence structures - Maintain accurate tense and agreement - Use advanced punctuation to organise meaning and improve clarity, including commas, apostrophes, brackets and dashes - Maintain cohesion across paragraphs

	tion or AAC to communicate preferences, refusals or interests - Participate in shared attention and turn-taking experiences - Imitate single words, symbols or short modelled phrases - Select symbols, objects or photos to represent familiar meanings - Begin to produce one-clause spoken or AAC messages - Experience adults verbally modelling and expanding learner communication	of a spoken sentence - Recognise capital letters and full stops during modelling - Produce simple oral or AAC sentences - Begin to attempt to write short sentences - Use familiar vocabulary during structured communication - Join ideas verbally using simple conjunctions such as “and”	- Join ideas using conjunctions such as “and”, “but” and “so” - Use simple adjectives to add detail - Re-read sentences to check meaning and punctuation - Begin constructing compound sentences - Use capital letters and full stops correctly. - Construct simple sentences. - Use basic punctuation appropriately	- Use conjunctions to extend and link ideas - Vary sentence openings and sentence types - Re-read writing to improve grammar and clarity - Use increasingly accurate punctuation - Begin to adapt sentence structures for purpose and audience - Use punctuation correctly in compound sentences - Maintain grammatical accuracy - Write using compound and complex sentences	- Use formal and informal structures appropriately - Edit grammar - 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 - Maintain accuracy in grammar and punctuation consistently - Write clearly, coherently and effectively for purpose and audience
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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 • 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	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 • 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	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 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	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 • 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	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 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
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	Begin to understand that writing and symbols communicate messages		- Communicate simple information in writing - Sequence simple ideas logically		effectively for real-world contexts - Select appropriate structure, layout and presentation independently - Produce cohesive extended writing for different audiences and purposes
Vocabulary & Spoken Language (oracy 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	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	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	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	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

	• Use gesture, symbols, vocalisation or AAC to communicate wants and shared interests • Begin to participate in simple interaction exchanges • Begin to recognise that communication influences people and environments	words, symbols or AAC • Begin to select vocabulary appropriate to context	short writing activities • Participate in structured discussion and rehearsal activities • Begin to choose vocabulary to match purpose • Use familiar vocabulary appropriate to purpose	• Build vocabulary knowledge through sorting, matching and generating related words • Improve vocabulary through editing • Participate in verbal rehearsal • Use precise descriptive language • Explain vocabulary choices • Select vocabulary suitable for audience and context	• Adapt vocabulary, tone and register appropriately and independently • Select vocabulary deliberately to suit audience and purpose
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	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	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.	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	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

	5. Revisit completed marks, symbols and messages 6. Anticipate familiar writing routines through repetition 7. Develop awareness that marks and symbols carry meaning 8. Engage in motivating communication-for-purpose opportunities	messages with adults 5. Make one supported improvement to communication 6. Participate in shared editing routines 7. Begin to understand that writing can be changed and improved 8. Use simple writing routines for real-life purposes	6. Participate in shared editing and 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	• Begin to revise writing	7. Select suitable formats and presentation 8. Publish writing for authentic audiences • Plan, draft, revise and proofread writing with increasing independence • Use feedback to improve writing • Plan, draft, revise and proofread writing • Review and refine writing effectively for audience and purpose
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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

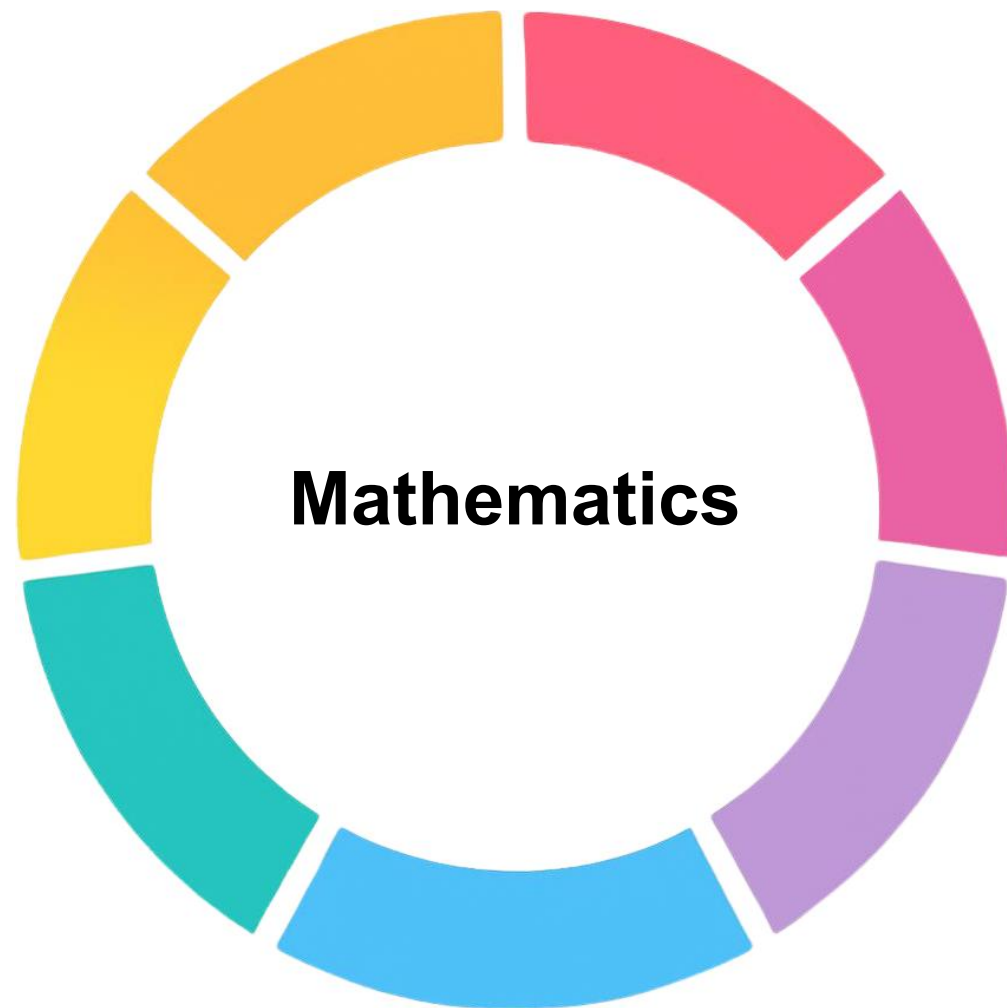
Fluency & Functional Writing	Participates in meaningful mark making as a form of communication • Make marks during motivating activities • Observe adults modelling writing for purpose • Begin to understand that marks communicate meaning	Uses marks, shapes and emerging letter forms within meaningful contexts • 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
	Sustains attention and engages in shared communication within familiar contexts - Maintain attention during shared activities - Respond to simple instructions and cues	Sustains attention and begins organising communication with increasing independence - Maintain focus for longer periods - Follow simple sequences of instructions	Processes spoken information and identifies key ideas within familiar contexts Extract key information from short spoken texts or explanations	Processes, organises and contributes meaningfully to discussion using increasing independence - Summarise main points of discussion - Select and retell key information accurately	Organises, evaluates and justifies ideas in spoken communication - Organise information logically for discussion and presentation - Justify opinions using reasons and examples

	Demonstrate understanding through action or response	Begin to recognise and repair communication breakdowns	- 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	- Make relevant contributions that respond to others - Synthesise information from different sources within discussion - Plan contributions before speaking	- 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 - Engage in shared activities with others	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 involving interactions - Show awareness of audience responses and adapts participation accordingly - Develop confidence in contributing ideas within group settings	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 viewpoints appropriately - Take on roles within group discussions (e.g. responder, questioner) - Manage turn-taking and interaction	Communicates effectively across a range of social, formal and functional contexts - Take part effectively in discussions and collaborative tasks - Adapt communication for different situations - 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. Notice the presence or absence of objects or amounts; shows interest in “how many” through looking, reaching, or vocalising 2. Participate in activities involving filling, emptying, adding, removing, grouping, or sharing 3. React when quantities increase or decrease (e.g. surprise, expectation, anticipation) 4. Recognise 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. Use number or quantity to respond to simple requests in familiar contexts (e.g. giving one, taking one) – EL 1 7. Follow simple instructions involving quantity (e.g. “give one”, “take away”) – EL1 8. Recognise simple measures in everyday contexts (e.g. full/empty, big/small) – EL1	Develop awareness of quantity as comparable and meaningful 1. Notice when groups differ in size or amount 2. Compare small sets directly using language such as “more”, “less”, and “same” 3. Recognise that quantities can be compared and described in relation to each other 4. Predict what will happen when quantities change (e.g. adding will increase, sharing will affect amounts) 5. Consistently use comparison and quantity language in play and practical situations 6. Use number and quantity to describe real-life situations (e.g. how many, more, less) – EL1 7. Respond to simple questions about quantity (e.g. “how many?”, “which has more?”) – EL1 8. Use simple measurement in everyday situations (e.g. choosing, comparing, filling) – EL1 9. Apply quantity understanding in familiar situations (e.g. selecting more/less appropriately) – EL	Develop secure understanding of quantity, comparison, and relationships 1. Recognise that quantities can be compared across different contexts and representations 2. Explain which amounts are greater, smaller, or equal and why 3. Use quantity knowledge to compare, estimate, and justify decisions 4. Anticipate and explain outcomes of changes in quantity (e.g. combining, separating, sharing) 5. Apply understanding of quantity and comparison flexibly across contexts, supporting number, pattern, and problem solving 6. Use 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. Notice others counting and show interest in counting routines 2. Join in with number rhymes, rhythmic counting, and repeated sequences 3. Produce number-like sounds or fragments of counting words 4. Recite parts of the counting sequence (often inconsistently) and shows awareness that numbers follow a pattern 5. Imitate counting behaviours through action (e.g. pointing, tapping, moving objects) 6. Use counting actions to respond to simple tasks (e.g. giving objects when prompted) – EL1	Develop counting as a coordinated and meaningful process 1. Recite numbers in order with increasing accuracy 2. Coordinate counting words with objects (touching or moving items) 3. Reliably tag each object once when counting small sets 4. Recognise that the final number in a count represents “how many” 5. Use counting to determine the quantity of a set 6. Use counting to solve simple problems (e.g. finding how many in a group) – EL1 7. Follow instructions involving counting (e.g. “count these”, “give three”) – EL1 8. Use 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. Recognise that counting can be used to find out “how many” in different contexts 2. Count sets reliably beyond 10, maintaining correct sequence and one-to-one correspondence 3. Consistently identify the total quantity after counting without recounting 4. Use counting to compare two sets and determine which is greater, smaller, or equal 5. Apply counting flexibly across contexts and begins to recognise when counting is or is not needed 6. Use counting to solve practical problems (e.g. how many needed, how many left) – EL2 7. Apply counting flexibly across contexts (objects, actions, real situations) – EL2
Subitising and Composition	Develop recognition of small quantities without counting 1. Notice small quantities and respond differently to changes in amount 2. Recognise when there is one object or more than one 3. Identify very small quantities (1–2) without counting 4. Recognise familiar small groups (up to 3) in structured arrangements 5. Show immediate awareness of small quantities in familiar contexts	Develop recognition of structured quantities within small numbers 1. Recognise small quantities (up to 3–4) without counting in a range of contexts 2. Identify familiar groupings within a number (e.g. seeing “2 and 1” in 3) 3. Recognise patterns of quantity in structured arrangements (e.g. dice, dot patterns) 4. Use subitising to support counting and early calculation 5. Begin to anticipate quantity based on familiar patterns	Develop structured subitising to support number understanding and calculation 1. Recognise quantities within 5 and beyond using structured arrangements 2. Identify parts within numbers by recognising groups without counting 3. Use subitising to support number composition and recall of facts 4. Recognise patterns in number (e.g. doubles, five-structure, ten-structure) 5. Apply subitising to simplify counting and support efficient calculation

	Develop awareness that quantities can be combined and separated 1. Experience combining and separating quantities through play and action 2. Recognise that a group can be made bigger or smaller 3. Notice that quantities can be split into parts 4. Engage in simple combining and separating activities (e.g. grouping, sharing) 5. Show awareness that a whole is made up of parts 6. Use objects to solve simple adding or taking away situations – EL1 7. Show awareness of the result after combining or removing objects – EL1	Develop understanding that numbers are made of smaller parts 1. Recognise that a number can be split into smaller amounts 2. Identify familiar compositions (e.g. “2 and 1” within 3 or 4) 3. Break small groups into parts and recombines them 4. Find more than one way to make the same number 5. Use known compositions to support simple problem solving 6. Solve simple addition problems using objects or action) – EL1 7. Solve simple subtraction problems by removing or comparing quantities) – EL1 8. Use known amounts to determine results in practical contexts – EL1 9. Apply number knowledge to solve simple problems in familiar contexts – EL2 10. Use known number combinations to work out answers (not just count from one) – EL2	Develop flexible understanding of number as composed and recomposed 1. Recall key number bonds within 5 and some within 10 automatically, supported by understanding of composition 2. Partition numbers into parts and recombines them in different ways 3. Use known compositions to derive related number facts 4. Select compositions to support efficient calculation 5. Apply part–whole understanding across contexts including problem solving 6. Use number knowledge to solve problems in familiar contexts (not just abstract tasks) – EL2 7. Apply known number facts (e.g. bonds) to work out answers without counting each time – EL2 8. Choose useful ways to break numbers apart to help solve a problem – EL2
Pattern and Structure	Develop awareness of repetition and regularity 1. Notice patterns that repeat in the environment (e.g. sounds, actions, objects) 2. Show interest in familiar repeated sequences and routines 3. Participate in repetitive actions (e.g. clapping, tapping, simple alternating movements) 4. Recognise when something is the same or different	Develop recognition and continuation of repeating patterns 1. Recognise simple repeating patterns in objects, sounds, and actions 2. Identify what is repeating in a simple sequence (e.g. AB patterns) 3. Begin to copy and continue repeating patterns 4. Anticipate what comes next in a familiar pattern	Develop understanding of pattern structure and generalisation 1. Recognise a range of repeating and growing patterns 2. Identify the unit of repeat within a pattern 3. Continue and create patterns accurately 4. Predict subsequent elements based on identified structure

	5. Respond to simple repeated structures in familiar contexts 6. Follow simple positional or directional instructions (e.g. “put it in”, “put it on”)	5. Begin to describe patterns using simple language 6. Recognise and use basic time and money concepts in familiar contexts – EL1 7. Follow and give simple positional or directional instructions – EL1 8. Use spatial language to respond to tasks (e.g. in, on, under) – EL1	5. Describe rules and relationships within patterns using appropriate language
Mathematical Process	1. Respond to simple problems through action, gesture, or selection – EL1 2. Use objects or actions to find a solution – EL1 3. Follow simple instructions involving number, measure, or position – EL1 4. Show understanding through practical response (e.g. giving, taking, choosing) – EL1	1. Recognise when to add or take away – EL1 2. Use objects or drawings to find an answer – EL1 3. Choose whether to combine or separate quantities in familiar contexts – EL2 4. Use measurement to solve simple practical problems (e.g. choosing, comparing, deciding) 5. Apply positional understanding to complete tasks (e.g. following multi-step directions) 6. Use simple information to help solve a problem (not just answer – EL2	1. Select and apply appropriate strategies to solve simple addition and subtraction problems – EL2 2. Use known facts to solve problems efficiently in familiar contexts – EL2 3. Use measurement to solve practical problems (e.g. comparing, choosing, calculating amounts) – EL2 4. Use time and money in familiar real-life situations (e.g. routines, simple transactions) – EL2 5. Apply measurement knowledge appropriately in context – EL2 6. Apply positional understanding to carry out tasks (e.g. following and giving directions) – EL2 7. Use knowledge of shape and space to solve simple practical problems – EL2 8. Use information from simple sources to solve problems – EL2 9. Select relevant information to answer questions – 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	Pathway	Links to EL
Number & Place Value	Develop secure understanding of number as composed of parts - Recognise that numbers represent quantities that can be combined and broken apart - Identify parts within numbers using familiar structures - Recognise relationships between numbers through part-whole structure - Identify multiple ways to compose the same number - Use known compositions to support thinking and reasoning about number - Use number to interpret and respond to real-life situations (e.g. quantity, value, sequence) - EL2 - Apply number knowledge to solve practical problems (e.g. comparing, estimating, deciding) - EL2 - Select appropriate number knowledge for a task in familiar contexts - EL2 Understand and apply place value within and beyond 100 - Recognise that numbers are made up of tens and ones - Understand that position determines value within a number - Use concrete and pictorial representations (e.g. tens frames, base ten) to represent numbers - Recognise structure within numbers (e.g. groups of 10) without counting in ones	Develop secure understanding of number as composed and structured - Recognise that numbers are composed of parts that can be combined and separated - Identify different ways to make the same number - Partition numbers into parts using flexible approaches - Use part-whole relationships to support reasoning - Apply knowledge of number composition across increasing ranges (within 100 → 1000) - Use number to interpret and respond to real-life situations (e.g. quantity, value, sequence) - EL2 - Apply number knowledge to solve practical problems (e.g. comparing, estimating, deciding) - EL2 - Use place value to support calculation and reasoning in context - EL2 - Select appropriate number knowledge for tasks in familiar contexts - EL2 Understand and use place value across increasing ranges - Recognise hundreds, tens, and ones within numbers - Understand that position determines value - Represent numbers using structured models (e.g. place value grids, base ten) - Partition and recombine numbers using place value	Builds the foundation of number sense and magnitude, enabling learners to interpret and use number independently in real situations.

	• Use place value structure to interpret and represent numbers efficiently 3. Count, compare and order numbers using structure • Count forwards and backwards within and beyond 100 • Compare numbers using language such as greater than, less than, and equal to • Order numbers within a given range • Use knowledge of number structure (rather than counting) to compare and order numbers • Recognise patterns in number sequences (e.g. counting in tens changes the tens digit) 4. Develop fluency through composition and derived facts • Use counting strategies where appropriate • Move from counting to using known number facts and structures • Use number bonds and known compositions to derive new facts • Recognise patterns such as doubles, near doubles, and complements to 10 • Apply known facts flexibly across different number contexts 5. Use number structure to represent and manipulate numbers efficiently • Partition numbers into tens and ones • Regroup numbers (e.g. exchanging 10 ones for 1 ten) • Use representations to support thinking (e.g. part-whole, bar models) • Select and adapt partitioning based on number structure to simplify thinking • Use re-composition to solve problems efficiently without reliance on counting	• Apply place value to support comparison and calculation 3. Count, compare and order numbers reliably • Count forwards and backwards across boundaries (e.g. bridging tens and hundreds) • Compare numbers using greater than, less than, and equal to • Order numbers within and beyond 100 • Use knowledge of place value rather than counting in ones to compare numbers • Apply number knowledge in a range of contexts – EL3 4. Use number structure to support efficient thinking • Recognise patterns within the number system (e.g. multiples of 10, 100) • Use known number relationships to support reasoning • Adjust numbers to simplify thinking (e.g. rounding within context) • Apply number knowledge flexibly to solve problems • Explain reasoning using number structure • Select and apply appropriate number strategies independently – EL3 5. Apply number knowledge in practical contexts • Use number to interpret real-world situations • Apply number knowledge to solve practical problems • Select appropriate representations to support thinking • Check answers for reasonableness	
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	6. Apply number knowledge in reasoning and problem solving - Solve problems involving number and place value in a range of contexts - Explain reasoning using mathematical language and representations - Identify patterns and relationships within numbers - Use structure and composition to justify answers and explain reasoning - Apply number knowledge flexibly across increasingly complex situations	Use number confidently in familiar and unfamiliar contexts	
Addition & Subtraction	1. Develop secure understanding of additive structure - Recognise addition as combining quantities and subtraction as finding the difference - Identify when a situation involves increase, decrease, or comparison - Connect real situations to addition and subtraction representations - Understand that subtraction can represent both “taking away” and “difference” - Recognise relationships between numbers through part-whole structure - Use addition and subtraction to solve problems in context (e.g. totals, change, difference) - EL2 - Select whether to add or subtract in familiar problem situations - EL2 - Apply known number facts to work out answers (not just counting) - EL2 - Solve one- and simple two-step problems involving addition and subtraction - EL2 2. Use number composition to calculate efficiently within 20 and beyond - Use known number bonds within 10 to support calculation	1. 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 2. Use number structure to calculate within and beyond 100 - Uses known number facts to support calculation	Develops efficient calculation and interpretation of change, which is central to money, time, and everyday problem solving.

	- Recall key number bonds within 10 automatically, supported by understanding of composition - Use known compositions (e.g. $6 = 5 + 1$) to simplify calculations - Partition numbers to support addition and subtraction - Select compositions strategically to avoid counting 3. Develop fluency through derived facts (not counting-based methods) - Use counting on and back from the larger number when needed - Move from counting strategies to using known facts and derived facts - Use doubles and near doubles to support calculation - Use bridging through 10 to calculate efficiently - Use composition to derive unknown facts rather than relying on rote recall 4. Understand and apply inverse relationships - Recognise that addition and subtraction undo each other - Identify related facts (fact families) - Use subtraction to check addition and vice versa - Use inverse relationships to derive missing numbers in equations - Apply inverse thinking to solve problems efficiently 5. Select and apply appropriate strategies based on number structure - Choose between mental and written strategies appropriately - Recognise when a calculation can be simplified using structure (e.g. compensation, bridging)	- 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 3. Develop efficient calculation strategies - Uses mental strategies where appropriate - Applies written methods to support calculation - 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	
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	- Adjust numbers to make calculations easier (e.g. $19 + 3 \rightarrow 20 + 2$) - Maintain accuracy across increasingly complex calculations - Prioritise efficient mental strategies before resorting to formal written methods 6. Solve problems involving addition and subtraction - Interpret problems involving combining, separating, and comparing - Select the appropriate operation based on context - Solve one-step problems reliably - Solve 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	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	Builds multiplicative thinking, essential for: - money (multiple items) - measure - proportional reasoning

	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 - 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	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 - 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	
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	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 • Explains reasoning using representations and mathematical language		
Fractions	1. 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	1. 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	Develops part-whole and proportional understanding, directly supporting: • sharing • measure • real-world reasoning

	• Uses fractions to describe quantities in real situations - EL2 2. 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 3. 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) • 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	2. 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 3. 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 4. 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 5. Apply fraction understanding in problem solving • Solves problems involving fractions • Applies fractions in real contexts (e.g. measure, sharing) – EL3 • Selects appropriate representations • Explains reasoning clearly • Uses fractions independently in familiar situations	
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	- 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		
Measurement	1. Develop understanding of measurable attributes and comparison - Identifies measurable attributes such as length, mass, capacity, and time - 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	1. Develop understanding of measurable attributes and units - Identifies length, mass, capacity, and time - Recognises appropriate units for different measures - Uses comparative language - Selects appropriate tools - Applies understanding in practical contexts	Enabling independence in regards to: - budgeting - time management - real-world decision-making

	• 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 • Calculates simple durations 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	
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	• 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	• Uses measurement independently	
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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 • 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	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 • 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	Supports: Navigation and environment awareness Interpreting visual information Practical problem solving
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	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	• 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 • 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	
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		• 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		



Physical Development

Physical Development is fundamental to learners' health, wellbeing, independence and ability to access the world around them. Through Physical Development, learners develop the movement, coordination, strength, confidence and physical skills needed to engage in learning, participate in their communities and lead active, healthy lives. We recognise that physical development is closely linked to communication, emotional regulation, social interaction and cognitive development and therefore forms an essential part of the whole curriculum.

At Selworthy, we believe that every learner should have opportunities to explore movement, develop physical competence and experience success. Through a personalised and inclusive approach, learners are supported to develop their gross and fine motor skills, body awareness, balance, coordination and physical confidence. We strive to create positive experiences that enable learners to understand and appreciate the importance of physical activity, health and wellbeing throughout their lives.

Physical Development plays a significant role in promoting independence and preparing learners for adulthood. Developing physical skills enables learners to access their environment with increasing confidence, complete everyday tasks, engage in self-care routines and participate more fully within their communities. Opportunities to improve mobility, coordination, strength and functional movement support learners to become more independent in both their learning and daily lives.

Communication is embedded throughout Physical Development. Learners are encouraged to communicate preferences, make choices, follow instructions, work collaboratively and celebrate achievements using their preferred methods of communication. Physical activities provide valuable opportunities for learners to develop social interaction, teamwork, turn-taking and positive relationships with others.

Engagement in Physical Development will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased participation, movement, coordination, confidence, independence, resilience or willingness to engage in new experiences.

Learners are provided with opportunities to access a wide range of physical activities that promote enjoyment, achievement and personal development whilst supporting their individual needs and aspirations.

Expectations within Physical Development are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop early physical awareness through sensory exploration, movement experiences, body awareness and supported physical interaction. Within the Developing stream, learners build confidence in their movement, coordination and control whilst beginning to develop greater independence in physical activities. Learners within the Broadening stream are encouraged to refine physical skills, develop teamwork and apply movement skills within a range of contexts. Learners within the Blended and Pathway streams build upon these foundations through increasingly structured physical activities, games, sports and healthy lifestyle education, developing the knowledge, skills and confidence required to lead active and healthy lives.

Through Physical Development, learners develop resilience, determination and confidence. They learn to challenge themselves, manage success and setbacks, and appreciate the benefits of physical activity for both physical and emotional wellbeing. We encourage learners to develop a positive attitude towards movement and exercise, fostering habits that promote lifelong health and wellbeing.

Learning is delivered through a range of engaging and meaningful experiences that reflect learners' interests, abilities and individual goals. Opportunities may include structured physical education, active play, movement exploration, outdoor learning, community activities and activities designed to promote physical fitness, coordination and wellbeing. Through high expectations and personalised support, learners are encouraged to achieve their full physical potential whilst developing confidence and enjoyment in movement.

Through Physical Development, we aim to develop learners who are confident, active and increasingly independent individuals; learners who understand the importance of healthy lifestyles, can access and enjoy physical activity, and possess the physical skills, resilience and confidence needed to participate fully in school, their communities and adult life.

Physical Development Programme of Study

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

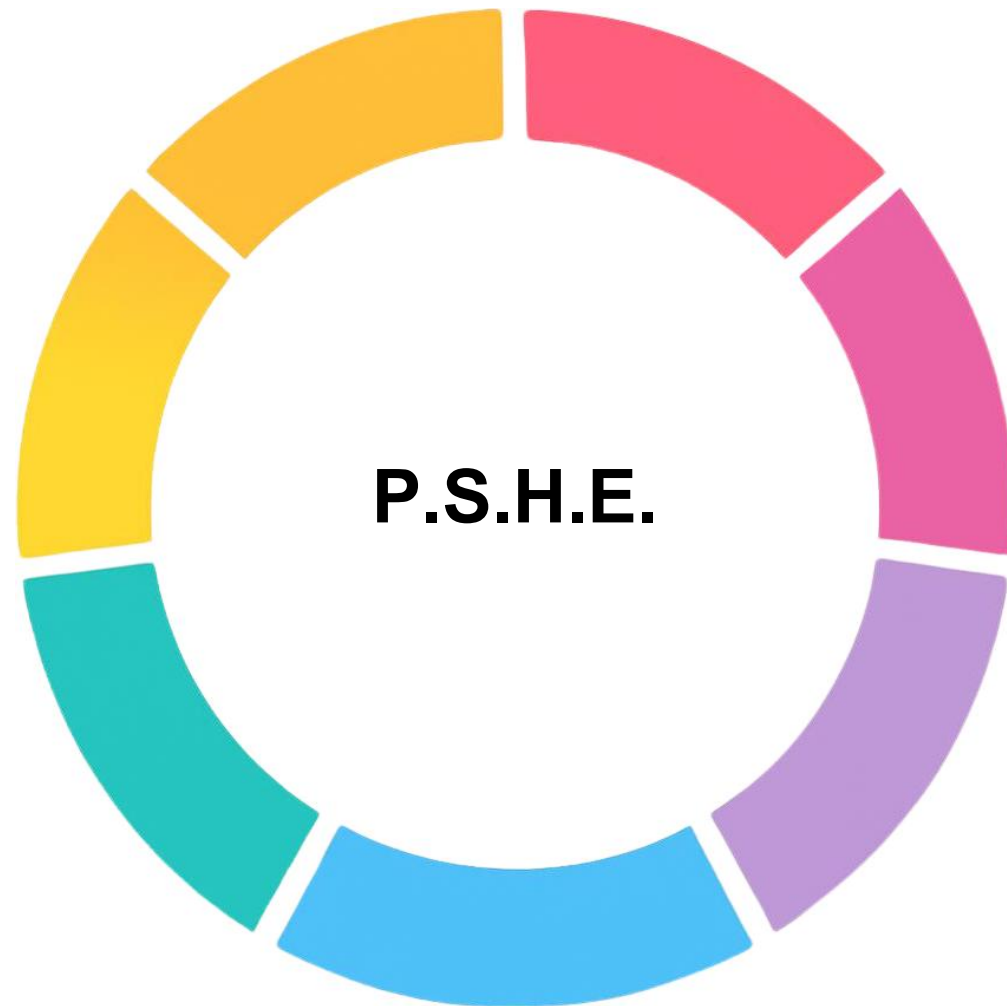
Physical Development Skills and Knowledge Progression

Locomotor skills, object control, stability skills

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Games	Engage in early ball and object play, demonstrating emerging coordination, awareness of others and simple rules - Kick, roll or throw objects purposefully towards people or targets - Catch or stop a large ball with two hands or arms - Begin to take turns and respond to simple start/stop signals	Participate in simple games with others, using basic throwing and catching skills and beginning to follow simple rules - Use underarm throwing with increasing control - Throw and catch balls in pairs or small groups - Take turns and remain engaged within a short game activity	Play a range of modified games, selecting appropriate skills and equipment with growing independence - Throw, catch and strike using appropriate techniques - Choose suitable equipment to support success - Follow adult instructions and structured game routines	Take part in games with peers by combining skills, following rules and applying simple tactics - Throw and catch with growing accuracy and consistency - Strike and field within small-sided games - Follow rules, play fairly and begin to use simple tactics	Apply skills, tactics and teamwork to participate effectively in competitive and cooperative games - Notice what is happening in a game and choose what to do next based on what they see around them - Use attacking and defending strategies appropriately - Collaborate with teammates and demonstrate sportsmanship
Gymnastics	Explore movement through early gymnastics activities, showing growing body awareness and balance - Demonstrate awareness of body parts during movement - Begin to jump or roll - Balance briefly on large body parts	Copy and explore simple gymnastics shapes, balances and rolls with increasing control - Copy modelled shapes and movements - Develop balance and whole-body control - Explore contrasting shapes and body positions	Perform a range of gymnastics actions independently with improving balance and coordination - Perform balances, rolls and jumps competently - Hold balances for increasing durations - Travel safely and confidently through space	Link movements together to create simple gymnastics sequences with control and awareness - Combine actions into short sequences - Show changes in level, speed and direction - Begin to plan and repeat sequences	Create, refine and perform extended gymnastics sequences demonstrating technique, strength and flexibility - Link contrasting movements smoothly and with control - Apply technique to balances, rotations and transitions - Evaluate and improve performance

Dance	Participate in early dance experiences by moving in response to music and copying simple actions 1. Join in action songs and movement activities 2. Copy whole-body movements and gestures 3. Move freely to sound and rhythm	Move body parts and travel in different ways to music, following simple instructions • Move arms, legs and body to music • Copy actions using equipment • Travel forwards, backwards and sideways	Choose and combine movements to respond to different types or music and express ideas • Move in time with rhythm and tempo • Select movements to express mood or idea • Use equipment creatively within dance	Link movements together to perform clear, expressive dance sequences 1. Refine movements into sequences 2. Change speed, level and dynamics 3. Perform sequences with control and fluency	Plan, choreograph and perform dances that communicate ideas, themes or narratives 1. Choreograph independently or collaboratively 2. Adapt movement quality for expression 3. Perform and evaluate dance confidently
Athletics	Explore early running, throwing and jumping activities with developing control, coordination and safety Running: 1. Run safely while avoiding obstacles and other people 2. Begin to respond to simple start and stop signals Throwing: 1. Releases balls or bean bags intentionally 2. Throw objects towards people or targets from a short distance	Demonstrate basic athletic techniques in running, throwing and jumping with increasing control and consistency Running: 1. Explore changes in speed and direction over short distances 2. Travel purposefully towards a fixed point Throwing: 1. Throw objects towards a target with growing accuracy 2. Use underarm throwing techniques appropriately	Refine running, throwing and jumping techniques using a wider range of equipment and approaches Running: 1. Run from a start to an end point on command 2. Negotiate simple obstacles such as cones or low hurdles Throwing: 1. Demonstrate underarm and overarm throwing techniques 2. Select appropriate techniques for different equipment	Perform athletic techniques confidently and participate in simple competitive or comparative activities Running: 1. Run varying distances with control and consistency 2. Take part in simple races against peers Throwing: 1. Demonstrate the correct technique for a range of throwing implements 2. Compare distance or accuracy of throws with others	Apply running, throwing and jumping skills with control, accuracy and strategy in competitive, functional or accredited contexts Running: 1. Adjust pace appropriately to task demands 2. Use simple strategies when running for distance or as part of combined events (e.g. pacing, planned recovery or sequencing movements) Throwing: 1. Demonstrate power, balance and accuracy when throwing

	Jumping: 1. Jump with a two-footed take-off and landing 2. Begin to step or jump down from low equipment	Jumping: 1. Coordinate arm and leg movements to jump forwards or upwards 2. Jump from low apparatus and land safely and with control	Jumping: 1. Perform a running jump from a set marker 2. Begin to take off from one foot when jumping	Jumping: 1. Perform long or vertical jumps 2. Compare jump distances or height and seek to improve performance	2. Select and apply appropriate throwing techniques Jumping: 1. Jump for distance and height with consistent technique 2. Combine running and jumping smoothly in more complex activities
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P.S.H.E.

Personal, Social, Health and Economic (PSHE) education plays a vital role in preparing learners for life beyond school. Through PSHE, learners develop the knowledge, skills and understanding needed to stay safe, build positive relationships, make informed choices and become active members of their communities. The curriculum supports learners to understand themselves, value others and develop the confidence to participate successfully in society.

At Selworthy, PSHE is a key driver of our preparation for adulthood curriculum. We recognise that successful adulthood requires much more than academic achievement; it requires learners to develop self-awareness, emotional literacy, resilience, independence and the ability to navigate the opportunities and challenges they will encounter throughout life. Through meaningful and relevant learning experiences, learners develop the knowledge and confidence needed to make decisions, form relationships and increasingly take responsibility for themselves and their wellbeing.

Communication is central to effective personal, social and emotional development. Learners are supported to express their feelings, preferences, opinions and aspirations using their preferred methods of communication. Opportunities to share experiences, solve problems, make choices and participate in discussions enable learners to develop confidence, self-advocacy and positive relationships with others. Through PSHE, learners are encouraged to recognise that their voice matters and that they have the right to be listened to and respected.

Engagement in PSHE will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased self-awareness, emotional regulation, communication, social interaction, independence or confidence.

Through practical and meaningful experiences, learners develop an understanding of themselves, their relationships and the wider world whilst building the skills needed to participate successfully in everyday life.

Expectations within PSHE are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop the foundations for personal and social development through secure relationships, communication, self-awareness, emotional regulation and understanding of routines. Within the Developing stream, learners begin to develop an awareness of themselves and others, recognise emotions, communicate needs and engage positively with peers and adults. Learners within the Broadening stream build increasing understanding of friendships, feelings, wellbeing, safety and personal responsibility whilst developing greater independence. Learners within the Blended and Pathway streams build upon these foundations through structured learning around relationships, personal safety, health, wellbeing, community participation, citizenship and preparation for adulthood, accessing age-appropriate and meaningful content that supports their future lives.

PSHE plays a significant role in helping learners understand how to keep themselves safe both within the real world and online. Learners develop an understanding of personal boundaries, consent, healthy relationships, risk, safety and seeking help when needed. Opportunities to explore rights, responsibilities and respectful behaviour enable learners to become confident individuals who can advocate for themselves and navigate social situations with increasing confidence and independence.

The curriculum promotes learners' physical, emotional and mental wellbeing by supporting them to understand their bodies, emotions and personal needs. Learners are encouraged to develop strategies for managing emotions, maintaining positive wellbeing and building resilience when faced with challenges.

We believe that developing emotional wellbeing and self-regulation is fundamental to successful learning, healthy relationships and future independence.

Learning is delivered through meaningful, personalised and real-life experiences that reflect learners' interests, needs and future aspirations. Through community engagement, practical activities, discussion, role-play and first-hand experiences, learners develop the confidence and skills needed to participate fully in their school, local community and wider society. We encourage learners to recognise their strengths, celebrate their individuality and develop respect and empathy for others.

Through PSHE, we aim to develop learners who are confident, resilient and increasingly independent individuals; learners who understand themselves and others, can make informed choices, build positive relationships, keep themselves safe and participate actively and responsibly within their communities and future adult lives.

PSHE Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Managing Feelings	Healthy Lifestyles	Changing and Growing	Self-Care, Support and Safety – Keeping Safe	Self-Care, Support and Safety – Personal Hygiene

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

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Self – Awareness	Recognise self as a separate individual and begin to express preferences and needs within familiar routines and relationships - Respond to own name and familiar adults' names - Recognise themselves in mirrors or photographs - Show awareness of own body (hands, feet, face) through movement or touch - Demonstrate preferences (likes / dislikes) using actions, vocalisations or AAC - Show interest in or awareness of others during shared activities - Begin to engage in short periods of shared play alongside others	Describe self in simple ways and make intentional choices with adult support - Identify self and other familiar people (name, photo or symbol) - Begin to identify the things that they are good at - Make choices between activities and resources - Show pride and enjoyment in achievements - Participate in cooperative or parallel play with peers	Describe personal strengths, interests and differences and express opinions - Identify strengths, interests and preferences - Recognise similarities and differences between self and others - Express likes, dislikes and opinions - Make simple decisions about activities and learning - Demonstrate early self-advocacy (e.g. asking for help, saying no)	Identify personal goals and communicate needs, preferences and aspirations - Describe activities they enjoy and are good at - Identify short term hopes or ambitions - Explain what makes them unique - Begin to advocate for preferences and support needs - Begin to identify steps toward achieving goals	Understand personal identity, strengths and needs and use this knowledge to set and work towards meaningful goals - Describe own identity, interests and abilities - Recognise strengths and areas for development - Set simple personal goals and reflect on progress - Understand that choices have outcomes - Communicate wants, needs and opinions confidently

Healthy Lifestyles	Participate in routines that support physical comfort, wellbeing and regulation • Experience daily routines for eating, drinking and rest • Participate in supported movement activities • Respond to sensations such as hunger, tiredness or discomfort • Engage in calming or regulating sensory activities • Seek comfort from familiar adults when unwell or distressed	Begin to recognise healthy routines and respond appropriately to physical and emotional needs • Identify some healthy practices within daily routines at school and home • Take part in physical activity • Recognise when they feel unwell or uncomfortable • Identify activities that make them feel calm or happy • Begin to understand that adults help when we are ill	Describe how lifestyle choices affect physical and emotional health and identify how to maintain wellbeing • Identify healthy foods and activities • Describe how movement and rest affect the body • Follow basic hygiene and health routines • Recognise when help is needed due to illness or injury • Identify people who support health and wellbeing	Describe how to maintain physical and mental health and explain appropriate responses to illness or discomfort • Explain why some choices are healthier than others • Follow and explain personal care routines • Recognise signs or tiredness, stress or illness • Identify strategies that support emotional wellbeing • Know who to ask for help and why	Make informed choices that support long term-physical and emotional health 1. Explain how food, activity, sleep and hygiene affect health 2. Recognise changes associated with puberty 3. Identify trusted adults and health services 4. Understand basic health risks and prevention 5. Take increasing responsibility for personal wellbeing
Self-care, support and Safety – Personal Hygiene	Participate in supported self-care routines with increasing tolerance and anticipation 1. Tolerate and engage in adult-led hygiene routines 2. Anticipate familiar care routines through cues 3. Show preferences or discomfort during care 4. Begin to follow single-step care routines	Identify and take part in simple self-care routines 1. Identify key hygiene routines (e.g. handwashing, brushing teeth) 2. Actively participate in personal care 3. Recognise when self-care is needed	Begin to initiate and complete self-care routines 1. Identify when hygiene is needed 2. Understand where self-care should take place 3. Complete self-care routines 4. Recognise personal boundaries during care	Manage personal hygiene routines independently where appropriate and understand the importance of self-care 1. Complete most personal care routines independently 2. Identify tasks requiring adult help 3. Explain why hygiene is important 4. Respect privacy and dignity during care	Independently manage personal hygiene with an understanding of privacy, dignity and social expectations 1. Manage hygiene related to puberty 2. Maintain routines across settings 3. Understand privacy in shared environments 4. Request support appropriately when needed

Self-care, Support and Safety – Keeping safe	Experience safety through predictable routines and responsive adult support - Respond to adult guidance - Experience consistent routines - Use communication aids, body language, gesture or vocalisations to request help - Seek help when distressed or unsure	Follow simple safety rules and identify people who help keep them safe - Follow basic safety rules in school - Begin to identify trusted adults at school and home - Ask for help when needed - Begin to recognise unsafe situations	Apply safety rules across settings and recognise when support is needed - Describe ways to stay safe at home, school and in the community - Recognise unsafe behaviours - Identify trusted adults across settings - Ask for help including when online	Describe risks and explain how to keep safe physically and online - Identify situations that may be unsafe - Describe feelings associated with feeling unsafe - Explain basic online safety rules - Know who to tell if worried or uncomfortable	Recognise risk and take appropriate action to maintain personal safety in relationships, the community and online - Identify healthy and unsafe behaviours - Understand personal information and privacy - Use strategies to manage risk - Know how and when to report concerns
Managing Feelings	Experience and express feelings with adult support and access regulation strategies - Express feelings through behaviour or communication - Respond to calming strategies - Engage with sensory regulation tools - Show changes in behaviour when needs are met or unmet	Identify basic feelings and choose activities that support emotional regulation - Match basic feelings to visuals or symbols - Identify activities they enjoy - Recognise kind and unkind behaviour - Choose from simple regulation strategies	Describe feelings and begin to manage emotional responses independently - Identify and describe a range of emotions - Use strategies to self-regulate - Manage small changes to routine - Begin to problem solve	Explain emotions, their causes and demonstrate strategies to manage them - Describe physical sensations linked to feelings - Demonstrate coping strategies - Request help appropriately - Respond to change using taught strategies	Manage emotions using reflection, problem-solving and help-seeking strategies - Understand links between thoughts, feelings and behaviour - Use a range of regulation strategies independently - Solve social or emotional problems - Seek support for mental wellbeing

Changing and Growing	Develop body awareness and experience consent through respectful care routines • Experience respectful personal care • Anticipate care routines • Express comfort and discomfort • Experience adults modelling consent	Identify own body and recognise familiar, trusted adults 1. Identify basic body parts 2. Recognise that some physical touch from trusted adults is part of being cared for and supported (e.g. helping with dressing, hygiene, comfort or safety) 3. Identify trusted adults 4. Begin to understand consent through routine expectations	Understand body changes, privacy and personal safety 1. Identify public and private body parts 2. Recognise appropriate and inappropriate touch 3. Explain how trusted adults help keep them safe 4. Understand the need for consent	Describe different types of physical contact and express consent or refusal confidently 1. Describe appropriate and inappropriate touch 2. Communicate consent or refusal 3. Understand privacy in public spaces 4. Recognise personal rights and choices	Understand bodily, emotional and relational changes and use this knowledge to keep self-safe 1. Understand physical and emotional changes of puberty 2. Recognise healthy and unhealthy relationships 3. Understand consent in relationships 4. Understand privacy, masturbation and safety, including contraception
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Arts & Creativity

Arts and Creativity provides learners with opportunities to explore, communicate, create and express themselves in meaningful and individual ways. Through art, music, drama, design, performance and sensory creative experiences, learners develop confidence, imagination and self-expression whilst gaining a deeper understanding of themselves and the world around them. We believe creativity is an essential part of being human and that every learner has the right to experience, participate in and contribute to creative and cultural life.

At Selworthy, Arts and Creativity provides learners with opportunities to communicate thoughts, feelings, ideas and experiences that may not always be easily expressed through words. We recognise that creativity can be a powerful vehicle for communication, emotional wellbeing and self-discovery. Through a range of creative experiences, learners are encouraged to celebrate their individuality, explore their interests and develop confidence in expressing their unique identities.

Arts and Creativity supports learners to develop a wide range of skills beyond artistic techniques. Learners are encouraged to explore, investigate, experiment, problem-solve and make decisions whilst developing resilience, perseverance and confidence. Through experiencing success, revisiting ideas and learning that there can be many possible outcomes, learners develop creativity, independence and flexible thinking that can be applied across the wider curriculum and in everyday life.

Communication is embedded throughout the Arts and Creativity curriculum. Learners are encouraged to communicate preferences, respond to creative experiences, share their ideas and engage with the creativity of others using their preferred methods of communication. Creative activities provide valuable opportunities for collaboration, turn-taking, social interaction and the development of positive relationships. Through discussion, performance, creation and reflection, learners develop confidence in expressing themselves and appreciating the contributions of others.

Engagement in Arts and Creativity will vary according to the needs and developmental stage of each learner. Progress may be demonstrated through increased curiosity, exploration, creativity, communication, confidence or independence. Learners are provided with opportunities to engage in sensory, practical and first-hand experiences that make creativity accessible and meaningful. Through exposure to a variety of materials, media, techniques and artistic forms, learners are supported to develop their own creative voice.

Expectations within Arts and Creativity are adapted to learners' developmental stages and curriculum streams. Learners within the Exploratory and Emerging streams develop early creative skills through sensory exploration, play, movement, sound, mark-making and interaction with a range of materials and experiences. Within the Developing stream, learners begin to make choices, communicate preferences and create with increasing intention. Learners within the Broadening stream build confidence in experimenting with creative techniques, sharing ideas and responding to the work of others. Learners within the Blended and Pathway streams develop increasingly sophisticated artistic knowledge, skills and understanding, applying creative techniques purposefully whilst exploring a range of artistic, musical and cultural influences.

Arts and Creativity makes a valuable contribution to learners' emotional wellbeing and personal development. Through creative expression, learners can develop self-awareness, confidence and a sense of achievement. Opportunities to perform, exhibit work, collaborate with others and engage with audiences help learners to develop resilience, pride and self-belief. We encourage learners to take creative risks, celebrate success and recognise that creativity is a powerful means of personal expression and enjoyment.

The curriculum is enriched through exposure to a wide range of cultural experiences, artists, musicians, performers and creative traditions. Through participation in cultural events, performances, workshops and community projects, learners broaden their horizons, develop cultural awareness and gain a greater appreciation of the creative world around them. These experiences support learners to become active participants in cultural life and contribute to their sense of belonging within their local and wider communities.

Learning is delivered through engaging, personalised and meaningful experiences that encourage exploration, imagination and creativity. We value the creative process as much as the final outcome and provide learners with opportunities to experiment, reflect and develop their skills at their own level. Through high expectations and individualised support, all learners are encouraged to experience success and develop confidence in their creative abilities.

Through Arts and Creativity, we aim to develop learners who are imaginative, expressive and confident individuals; learners who can communicate creatively, celebrate their own identity, appreciate the creativity of others and participate meaningfully in the cultural and creative experiences that enrich their lives.

Arts & Creativity Programme of Study

Art Programme of Study

One year programme art units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing and Photography	Music	Music	Painting	Music	Sculpture and 3D form

Music Programme of Study

One year programme music units					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Performing	Listening	Art	Composing	Art

Art

Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Drawing and Digital Imaging	Explore drawing and digital mark-making as a means of recording ideas and observations - Explore a range of drawing tools with support (pencil, charcoal, pen, stylus) - Make exploratory marks, lines and tonal areas - Use tablets/cameras to record images linked to self or immediate environment	Develop control and intention in drawing and basic digital imaging - Draw from observation (objects, peers, environments) with increasing control - Use line, shape and tone deliberately - Take photographs with attention to subject and framing	Use drawing and photography to explore visual elements and communicate ideas - Use drawing to plan, refine and develop ideas - Use tonal shading, mark variation and proportion - Take photographs from different viewpoints and for different purposes	Combine drawing, photography and digital tools purposefully - Integrate photography and drawing (e.g. drawing from photos, digital manipulation) - Use editing tools: crop, contrast, tone, colour balance - Make visual choices linked to intention	Use drawing and digital media critically, independently and expressively - Select appropriate media and techniques independently - Use drawing and digital tools to develop a personal response - Reference artists, designers or photographers to inform work
Painting	Explore paint as a way to express ideas and feelings - Explore paint using a range of tools (brushes, fingers, card, sponges) - Experiment with colour and gesture - Begin to talk about their work	Develop technical control and colour understanding - Mix colours with intention (primary → secondary) - Use brushes with increasing accuracy - Begin to apply paint within defined areas	Use paint purposefully to communicate meaning - Confidently mix tints, tones and shades - Select brush size and technique for effect - Develop layered or textured painting	Refine painting techniques and artistic decision-making - Combine techniques (wash, impasto, dry brush, printing) - Explore mood, atmosphere and symbolic colour - Discuss and refine outcomes	Use painting critically, confidently and independently - Plan, create and adapt paintings - Use specialist vocabulary (tone, hue, contrast, composition)

					Analyse and reference artists to inform practice
Sculpture / 3D Form	Explore 3D materials and construction - Explore manipulating malleable and rigid materials - Join materials for basic effect - Experiment with form and texture	Develop basic construction and modelling skills - Create simple 3D forms to represent ideas - Use basic tools safely - Join materials more securely	Create purposeful 3D outcomes - Plan and build sculptures with a clear intention - Use clay techniques (pinch, coil, slab) - Consider balance, space and form	Refine sculptural techniques and decision-making - Combine materials (recycled, natural, manufactured) - Refine surfaces and structures - Evaluate effectiveness and modify work	Work independently in 3D media - Design, make and adapt sculptures - Use appropriate materials and techniques for purpose - Discuss work using sculptural vocabulary

Music

Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum	Pathway Curriculum
Listening	Show awareness of music and sounds and respond in different ways - Listen attentively to familiar and contrasting music - Respond to loud and quiet sounds - Respond to fast and slow music - Respond to high and low sounds - Show preferences for particular music - Respond through movement, gesture or vocalisation	Notice and identify simple musical contrasts - Listen attentively to short pieces or excerpts - Identify high and low sounds, fast and slow music and loud and quiet sounds - Join in with finding the pulse - Express likes and dislikes about music	Listen attentively and respond to musical features - Identify pitch, tempo and dynamics in music - Identify simple repeated rhythmic patterns - Talk about how music makes them feel - Express preferences between different pieces of music - Respond to musical changes through movement, drawing or discussion	Describe and compare music using musical vocabulary - Use musical vocabulary including pitch, tempo, dynamics and rhythm - Describe musical features they can hear - Compare simple features in different pieces - Explain how musical features create mood and character	Analyse and evaluate music using musical knowledge - Analyse musical elements including pitch, rhythm, dynamics, tempo and texture - Compare music from different traditions, styles and periods - Explain how musical elements are used expressively - Justify opinions using musical evidence
Composing	Create and organise sounds for a purpose - Explore sounds using voice, instruments and technology - Create simple sound patterns - Create simple rhythmic patterns.	Create short musical ideas for a clear purpose - Experiment with sounds using voice, instruments or technology - Create short repeated rhythmic or melodic patterns	Experiment with, create and select sounds for a purpose - Create simple repeated rhythmic patterns - Create short melodic patterns - Select sounds for a particular purpose	Refine compositions through rehearsal and feedback - Develop ideas by adapting and improving them - Use pitch, tempo, dynamics and rhythm to shape musical ideas	Compose independently with control and intent - Compose extended pieces with clear structure - Use harmony, texture and form intentionally

	• Select sounds to represent an idea, mood or image • Make choices between loud/quiet, fast/slow and high/low sounds • Repeat and copy simple musical ideas	• Select sounds to represent a mood or idea • Repeat musical ideas to create simple structures	• Use loud/quiet and fast/slow contrasts in compositions • Organise sounds into a simple sequence	• Shape music using simple structure and expression • Use notation, graphic notation or technology to record ideas	• Record compositions using notation or technology • Evaluate and refine compositions • Use musical elements purposefully to communicate meaning
Performing	Begin to take part in musical performances • Join in with group singing, playing and musical activities • Begin to keep a steady pulse • Copy simple rhythmic patterns • Copy simple melodic patterns • Use loud and quiet sounds when directed • Perform short musical phrases with growing confidence	Perform simple music with control and confidence • Keep a steady pulse • Play or sing short parts mostly in time • Perform simple rhythmic patterns accurately • Use simple expressive changes (loud/quiet) • Follow simple instructions when performing	Explore and engage in music making • Perform simple songs and patterns with increasing confidence • Match pitch for short phrases • Keep a steady pulse • Play simple rhythmic patterns • Perform individually and as part of a group	Perform expressively with awareness of audience • Rehearse and improve performances • Use dynamics, phrasing and tempo intentionally • Perform confidently as part of a group or independently • Respond to feedback to improve performance quality	Perform accurately and musically in different contexts • Perform solo and ensemble pieces confidently • Read pitch and rhythm notation accurately • Apply expressive nuance and musical interpretation • Maintain an independent part in group performances • Demonstrate stylistic awareness when performing

D.T.

Skills and Knowledge Progression

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

	Explore using different sensory based materials, e.g. clay and dough		and utensils to construct a model for a purpose Join materials using techniques such as folding, slotting and weaving	- Measure, mark out, cut, score, join and assemble materials and components safely and accurately, using a variety of appropriate tools, equipment and techniques - Make modifications to their designs and product as they go along
Evaluate	Begin to communicate about something they have created - Demonstrates interest in what they have made - Indicates when something has not worked as expected through body language, gesture or vocalisations - Comments on what they have made using simple language (e.g. “big”, “broken”, “fall down”)	Discuss a product - Begin to communicate a ‘like’ and/or ‘dislike’ linked to an idea or product - Begin to explain what has happened, e.g. it fell over because	Evaluate their ideas and products, explaining what works well and not so well - Communicate things they did well - Communicate things they could improve - Begin to explain their reasoning	Evaluate the quality of the design and the purpose of the product - Evaluate their work during the project, suggesting improvements - Evaluate the ideas and products against the original design specification, both and during at the end of the production including consideration of user needs - Peer evaluation – their own and others products during and at the end of the production - Record evaluations using drawings with labels



Food and Nutrition

Food and Nutrition 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	Cut out with cutters (positioning carefully to avoid wasting ingredients)	Portion and present food appropriately
			Following a visual sequence	Crush	Serve food to others
				Juice	Clean and maintain a workstation
				Sift	Store food correctly after use
				Cut soft foods with table knife progressing to firmer foods with a vegetable knife using: fork secure, claw grip and bridge hold	Work within a given timescale
				Using an oven with support	Follow basic hospitality routines
				Using a microwave	Apply knife skills using claw and bridge techniques
				Washing up equipment after use	



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