



The
Oak Partnership

TOP Primary 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.

Primary Curriculum Rationale

At the primary phase, our curriculum focuses on establishing the foundations that enable learners to become confident, engaged and increasingly independent individuals. We recognise that every learner's developmental journey is unique and therefore provide a personalised curriculum which builds upon individual strengths, interests, needs and EHCP outcomes. Our curriculum streams ensure that learning is matched to developmental stage rather than chronological age, enabling all learners to experience success and make meaningful progress.

Communication is central to all learning and underpins every aspect of the primary curriculum. We provide rich opportunities for learners to develop their understanding, expression and interaction through a range of communication approaches. We believe that developing communication skills empowers learners to build relationships, make choices, express preferences and actively participate in the world around them.

Play, exploration and first-hand experiences are fundamental to our approach. Through carefully planned and responsive learning opportunities, learners are encouraged to investigate, discover, create and problem-solve in ways that are meaningful and motivating. Our multi-sensory approach enables learners to engage actively in learning and develop curiosity, confidence and resilience.

Positive relationships are at the heart of the primary curriculum. We understand that learners learn best when they feel safe, valued and understood. Through nurturing, trusting relationships and a strong focus on emotional wellbeing, learners develop the confidence needed to take risks, embrace challenges and grow as learners.

Independence begins from the earliest stages of learning and is carefully woven throughout the curriculum. Learners are supported to develop self-help skills, make choices, manage their emotions, interact positively with others and gain an increasing understanding of themselves and their environment. These essential life skills provide the foundation for future learning and preparation for adulthood.

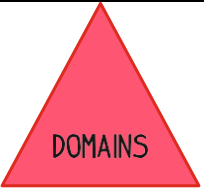
Our broad and balanced curriculum provides opportunities for learners to develop literacy, numeracy, physical development, creativity and

knowledge of the world, alongside communication, personal development and social understanding. Through enriching cultural capital experiences, learners are encouraged to explore their local community, broaden their horizons and develop a sense of belonging and aspiration.

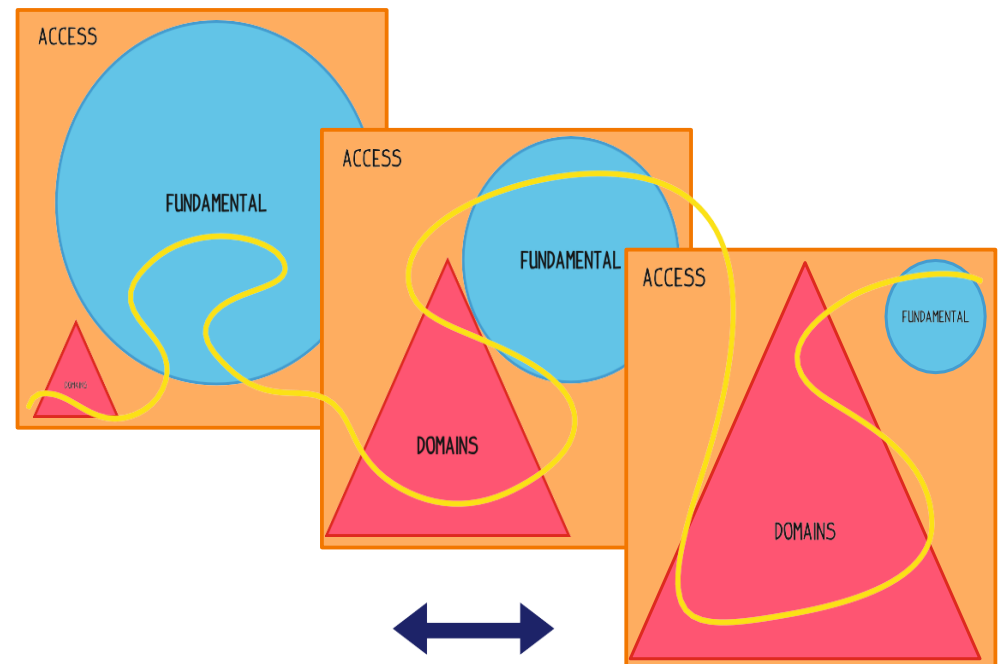
By the end of the primary phase, we aim for learners to have developed the communication, confidence, curiosity and independence needed to successfully access the next stage of their education and continue their journey towards a fulfilling and meaningful adult life.

Curriculum Design

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

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

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



Curriculum Design Principles

Content Selection and Sequencing

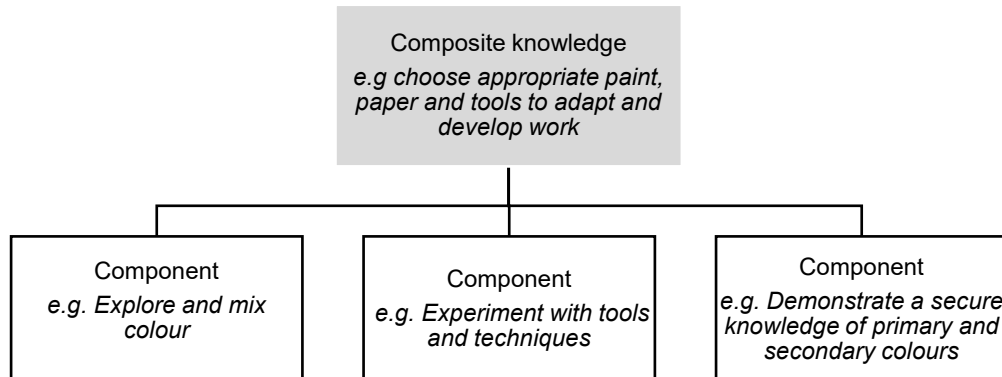
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

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

Composite and Components Model

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

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



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

Communication Underpins Learning

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

Learning Beyond the Classroom

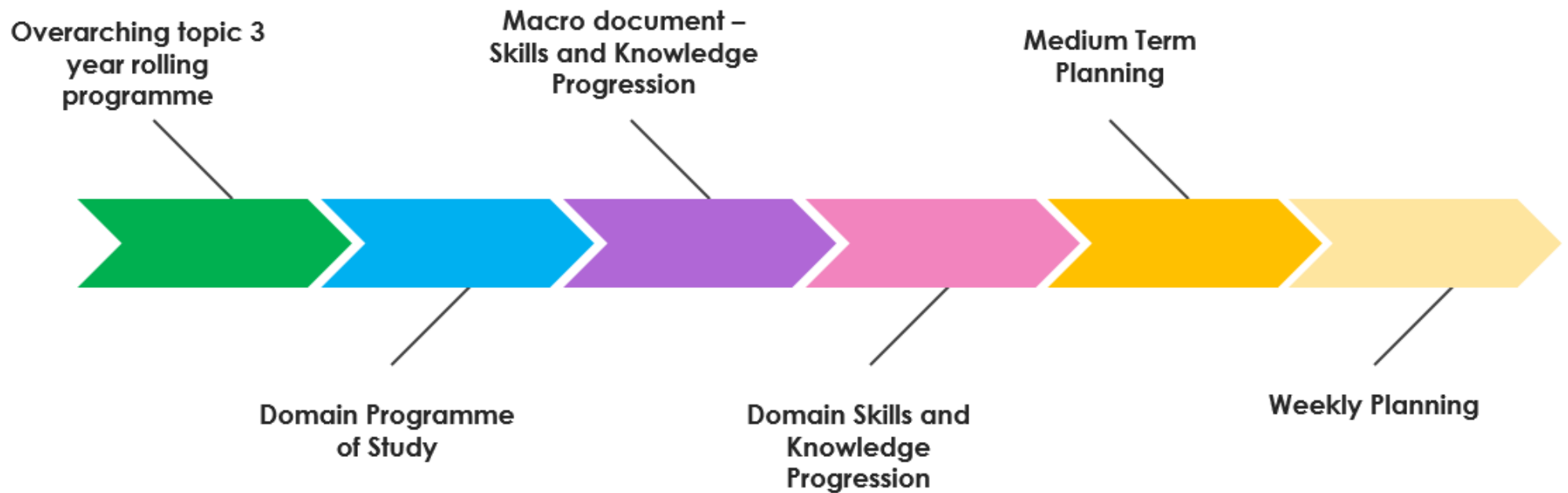
Learners are provided with opportunities to practise and generalise skills across different contexts, people and environments. Curriculum experiences are designed to ensure that learning is meaningful, transferable and applicable to everyday life.

Recognition of Small-Step Progress

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

Curriculum Construction

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



Curriculum Streams

Curriculum Model	Pre-Formal		Semi-Formal		Formal
Curriculum Stream	Exploratory Curriculum	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Intent	Responsive, relationship-led interactions Largely delivered through sensory experience Routine-based learning Repetition and predictability Learners will use play as a vehicle for learning based on learner's interests and motivators Learners will learn about themselves and the world around them through a multi-sensory approach Topics provide a theme / context for multi-sensory delivery of fundamental skills Learners begin to explore how to communicate their wants and needs	Learning is based on language rich interactions. Lesson activities are delivered through the use of multi-sensory exploratory resources and objects. Real-world role play opportunities are developed. Early fine motor skill development is incorporated throughout learning activities. Learners will develop an awareness of their impact on the world around them through cause-and-effect activities. Learners will begin to access domain specific lessons delivered through play-based and immersive activities.	Blended child-led and adult-guided interaction. Learners will begin to develop early mathematical thinking. Learners will develop early self-regulation skills. Learners will develop fine motor control for pre-writing skills. Learners will begin to participate in shared play and experience turn taking with adults and peers. Learners will access domain specific lessons. Play remains an important part of learning at this stage.	Sustained shared attention and thinking is developed. Learners will explore increasingly abstract concepts. Learners will begin to form ideas based on prior learning and begin to transfer learning to new situations and scenarios. Learners will use their life skills to predict outcomes and solve problems. Learners will make links between what they know, experimenting and extending their knowledge of the world and themselves. This will build their disciplinary knowledge.	Learners will use specific knowledge and apply to it a variety of scenarios and learning opportunities depending on their areas of strength. Learners will understand the curricula content they are learning, how and when to apply it. Learners will build substantive knowledge in their area of strength, using a range of techniques to demonstrate understanding. Learners will begin to transfer skills.

Exploratory Curriculum Offer

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

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

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

Our Exploratory curriculum is underpinned by the learners' individual EHCP and therapy targets and the First Skills for Learning assessment framework. In line with the rest of the school, our Exploratory curriculum follows a thematic approach, with an overarching topic for each half term. Where appropriate, this may link to curriculum domain areas but with the freedom to explore a person-centred approach to learning and development.

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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.

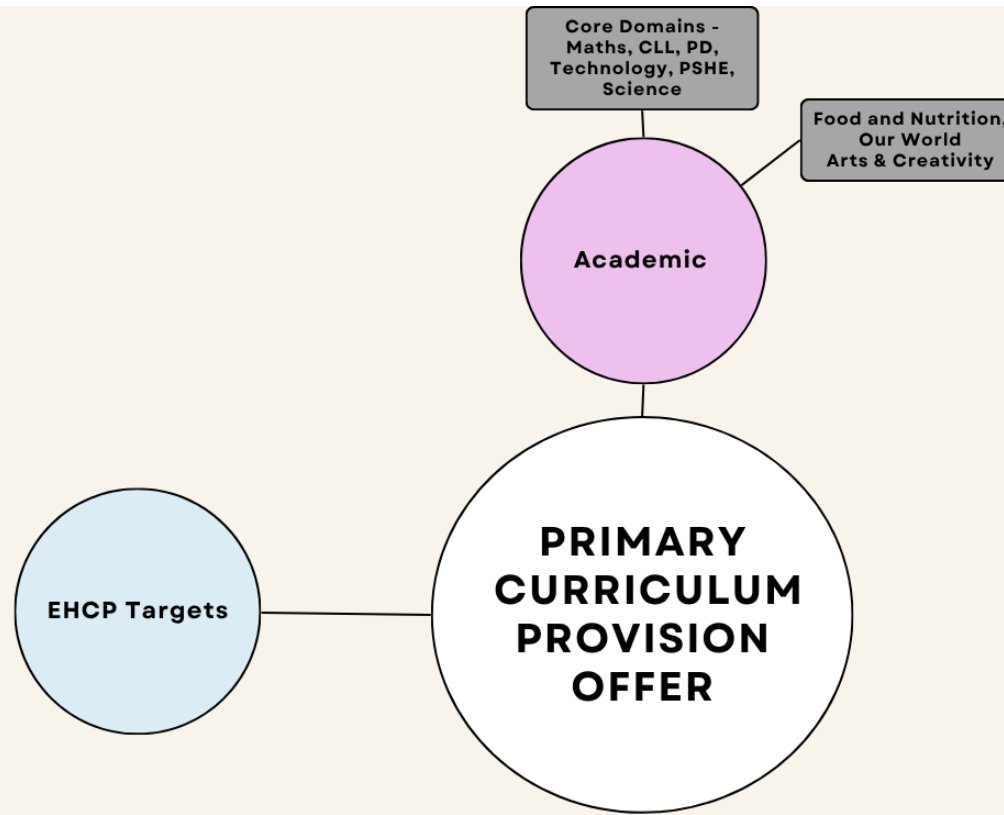
For this cohort of learners, retention and transference of skills can be measured in a number of ways, including against their individual EHCP targets and the First Skills for Learning framework on Evidence for Learning and against any other individual therapy targets. As progress is often seen in very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

Through this curriculum, we intend to equip our learners 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
	All About Me	Toys and Games	Travel and Transport	Growing and Changing	Dinosaur Planet	Eco, Recycling and the environment
Year 2	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Frozen Kingdom	Festivals (Colour, Light and Sound)	Heroes and Villians	The Circus	Land and Sea
Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Myth and Magic	My Community	Wild World	To Infinity and Beyond	Pirates

Primary Curriculum Provision Offer





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

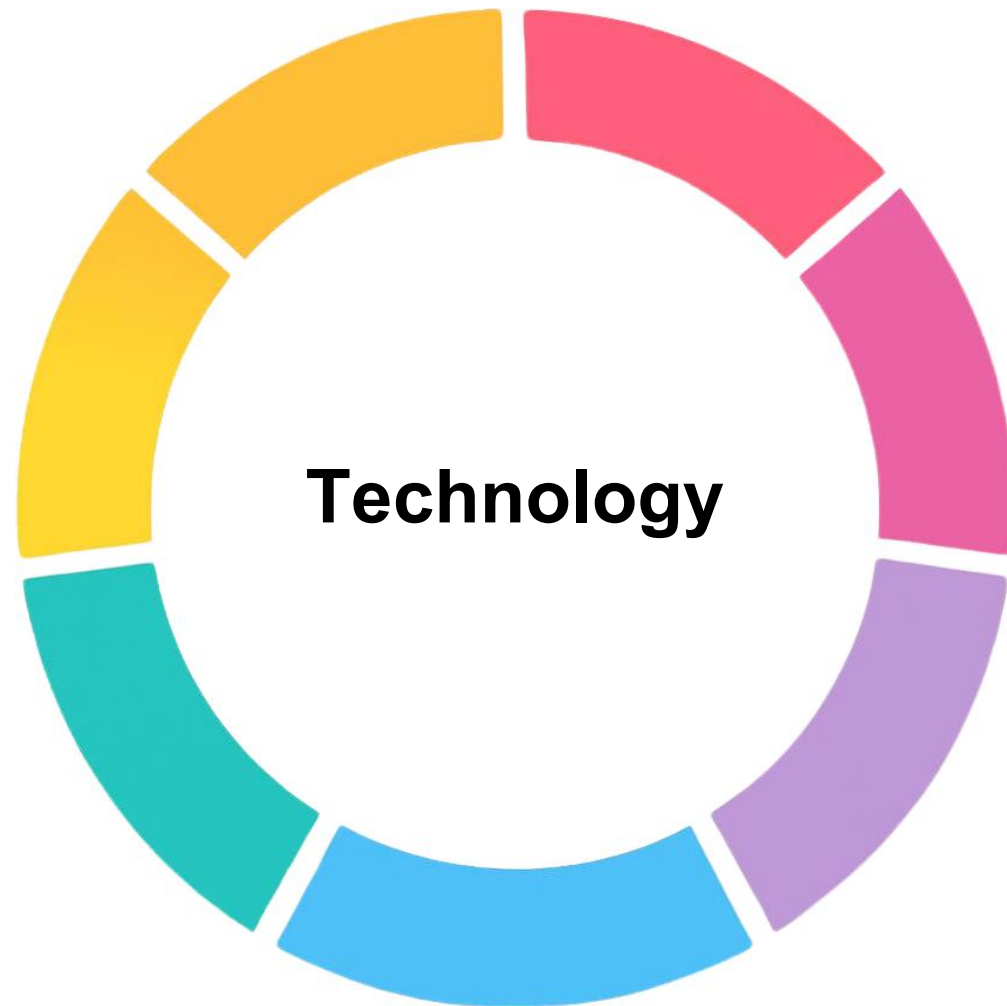
Science Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Senses, Light and Sound	Explore and respond to sensory experiences involving light, sound and texture through play and interaction with the environment 1. Respond to changes in light (bright/dark) 2. Turn towards sounds and visual stimuli 3. Explore textures and sensory materials using hands and body • Show preferences for familiar sensory stimuli	Use senses to explore light and sound and begin to communicate simple differences using everyday language 1. Use senses to explore light, sound and texture through play 2. Begin to identify light/dark and loud/quiet 3. Control simple actions (e.g. turning lights on/off, making sounds)	Identify senses, link them to body parts and explore how sensory input can be changed or reduced through simple investigation 1. Identify the five senses 2. Match senses to body parts using words, symbols or images 3. Explore how senses can be blocked or reduced (e.g. blindfolds, ear defenders)	Investigate light and sound using simple scientific enquiry and describe observations using appropriate scientific vocabulary 1. Identify and name sources of light 2. Recognise that darkness is the absence of light 3. Investigate how shadows are formed and change • Begin to recognise that sound is made by vibrations
Forces, Movement and Electricity	Explore movement through simple physical actions and observe cause and effect in play 1. Explore pushing, pulling and dropping objects 2. Observe movement caused by actions 3. Repeat actions to notice consistent effects	Demonstrate understanding of basic forces through play and describe movement using simple vocabulary 1. Copy pushing, pulling and twisting actions 2. Use vocabulary such as push and pull 3. Explore how different actions affect movement	Investigate how forces affect movement and identify how electricity is used safely in everyday life 1. Explore friction through different surfaces and describe effects 2. Identify common electrical appliances and their uses 3. Understand simple rules for safe use of electricity	Explain how forces affect movement and construct simple circuits, using scientific vocabulary to describe components and outcomes 1. Explain how gravity and friction affect movement 2. Build simple circuits using basic components (cell, wire, bulb) 3. Identify and describe the function of circuit components

				Recognise that a complete circuit is needed for a device to work
Human Body and Life Processes	Recognise and respond to own body and begin to explore physical features through play and interaction - Recognise own body (mirror/self-awareness) - Point to key body parts when named - Join in songs and routines involving the body	Identify body parts and recognise simple differences between humans at different stages of life - Identify and match body parts using pictures or symbols - Recognise differences between adults and children - Match adults to their young (humans and familiar adults)	Name body parts and describe stages of human growth using simple scientific language - Name body parts using words, symbols or labels - Sequence stages of human growth (baby to adult) - Compare similarities and differences between life stages	Describe the structure of the human body and explain changes across the human life cycle using appropriate vocabulary - Label main body parts accurately - Describe key stages of human growth and development - Explain that humans have offspring that grow into adults - Begin to describe basic needs for survival (food, water, air)
Living Things, Habitats and Plants	Notice and explore living things in the environment through sensory experiences and interaction - Notice animals and plants in familiar environments - Show curiosity and interest in living things - Explore similarities between simple objects and living things	Identify living things and match them to familiar habitats using simple classification - Recognise plants, trees and common animals - Match animals to simple habitats (e.g. farm, water) - Begin to sort living and non-living items	Understand how living things are grouped and describe how they meet their basic needs for survival - Identify animal groups (e.g. mammals, birds, reptiles) - Describe basic needs (food, water, shelter) - Identify parts of plants and their basic roles	Explain how living things depend on their habitats and describe plant growth and simple life processes using scientific vocabulary - Describe how habitats provide for basic needs - Compare simple adaptations of animals and plants - Explain basic plant growth and reproduction processes - Identify food chains in simple terms (producer/consumer)

Materials and Their Properties	Explore a range of materials using the senses and respond to their properties during play 1. Explore materials through touch and manipulation 2. Identify simple differences (soft/hard, wet/dry) 3. Show preferences for materials during play	Identify and group materials based on simple observable properties and describe them using basic vocabulary 1. Match similar materials 2. Group materials (e.g. soft/hard, smooth/rough) 3. Describe simple properties using everyday language	Describe and compare materials and select appropriate materials for simple purposes 1. Describe materials and compare properties 2. Sort materials into categories (e.g. wood, plastic) 3. Select suitable materials for familiar uses	Explain how materials are used for different purposes and describe how materials can change using simple scientific understanding 1. Compare materials and their uses 2. Describe simple changes to materials (e.g. bending, stretching) 3. Explain why materials are suitable for specific uses
Scientific Investigation	Explore cause and effect through play and begin to notice patterns in repeated actions 1. Engage in simple cause-and-effect exploration 2. Observe repeated outcomes 3. Begin to copy simple investigative actions	Make simple predictions and respond to the outcomes of practical investigations using observation and communication 1. Predict simple outcomes 2. Answer yes/no questions about results 3. Observe and communicate what happened	Take part in structured investigations, make predictions and communicate findings using simple scientific language 1. Make predictions about simple experiments 2. Take part in investigations following instructions 3. Reflect on results and communicate findings	Plan and carry out simple scientific enquiries and use observations to answer questions and draw basic conclusions 1. Begin to plan simple investigations 2. Record observations using drawings or simple data 3. Use results to answer questions and draw conclusions
Continuous strand: Weather, Seasons and Environmental Change	Experience and respond to different weather conditions through sensory exploration and daily routines 1. Experience weather (rain, sun, wind) 2. Respond physically to changes in temperature and conditions	Identify and respond to different weather types and begin to notice patterns across seasons 1. Notice seasonal differences 2. Identify common weather types	Recognise seasons and describe associated weather patterns and changes in the environment 1. Name the four seasons 2. Describe typical weather patterns 3. Explain how weather affects daily life (e.g. clothing)	Describe seasonal changes and explain how weather patterns affect the environment and daily life using appropriate vocabulary 1. Describe seasonal weather patterns 2. Explain changes in daylight

	3. Notice simple environmental differences over time	3. Begin to choose appropriate clothing		3. Relate seasonal changes to plants, animals and daily routines
Continuous Thread: Eco & Sustainability	Develop awareness of the natural environment through exploration and sensory experiences 1. Explore outdoor environments 2. Observe nature using the senses 3. Begin to complete simple sorting activities	Recognise simple ways to care for the environment and make basic sustainable choices 1. Sort materials for recycling 2. Identify simple eco-friendly actions 3. Recognise environmental features	Understand how human actions affect the environment and take part in activities to support sustainability 1. Identify positive and negative human impacts 2. Participate in eco activities (e.g. litter picking) 3. Explain reuse and recycling simply	Explain sustainability and describe ways to reduce impact on the environment using simple scientific understanding 1. Explain basic sustainability concepts 2. Compare environmental impacts of actions 3. Participate in eco-projects and explain their purpose



Technology

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

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

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

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

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

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

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

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

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

Technology Programme of Study

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

Technology Skills and Knowledge Progression

Strands		Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Digital Media	Photography and film	Experience images and moving pictures and begin to understand that their actions can cause changes on a screen - Explore photography and video tools through sensory play - Show interest in moving images and photographs of familiar people and objects - Attend to light, sound and movement on screen	Begin to intentionally capture and view images and video to share experiences - Begin to take photographs or short videos - Watch back recorded media and respond through gesture, vocalisation or comment - Begin to understand that a device can record real-world events - Begin to indicate preferences for images or videos they have created	Use photography and film purposefully to communicate information and ideas - Take photos or videos to communicate information or share experiences - Choose when to take a photo or start / stop a recording - View, select and delete images - Use photos or videos to support choices or explain ideas	Plan, create and edit photography and film for a simple intended audience or purpose - Take photos and videos linked to learning themes - Edit media by cropping, trimming or re-ordering - Use photography or film as part of a simple presentation - Make simple decisions about what media to include or remove
	Animation	Explore movement on screen and early cause-and-effect - Explore cause-and-effect animation apps and toys - Watch simple animations and respond through attention, movement or vocalisation - Experience adult-led movement of characters or objects on screen	Intentionally move digital or physical objects to create animated affects - Move objects or characters on screen to create changes - Begin to use simple animation or motion apps - Repeat actions to recreate preferred movements	Create short animations showing sequencing and meaning - Create a simple animation with a clear beginning and end - Sequence movements to represent an idea or event - Play back animations and describe what happens	Plan and create simple animations for a purpose - Plan an animation linked to a theme or story - Create animations using digital tools or stop-motion techniques - Review work and suggest simple improvements

		Repeat actions that make an image or character move	Recognise that movements can be changed or adjusted	Make simple changes to improve an animation	Share animations with others and respond to feedback
Digital Communication – Text and Symbols	Attend to text, symbols and marks on screen	- Attend to text on screen through songs, symbols or names - Observe adult modelling of typing or symbol selection - Explore mark-making on a screen using touch, stylus or alternative access	Make intentional marks and recognise familiar digital text or symbols	Use symbols and emerging text digitally to convey meaning	Create, edit and combine digital text to communicate clearly
			- Make intentional marks using fingers, stylus, or alternative access - Recognise own name or symbol displayed on screen - Select familiar symbols or icons to communicate choices	- Use symbols, icons or emerging letters to communicate ideas - Begin to use a keyboard or on-screen text tools - Combine symbols or icons to communicate ideas	- Type words and simple sentences using a keyboard or alternative access - Combine text with images - Edit text by deleting or changing words - Choose appropriate symbols, words or phrases for an audience
Digital Devices and Systems	Respond to digital devices and explore cause and effect through interaction	- Show awareness that actions cause responses on a screen or device - Respond to sensory feedback such as sound, vibration or visual change - Explore devices through pressing, touching or activating controls	Explore a range of digital devices and make simple choices about their use	Recognise common devices and use basic components to control activities	Name, select and use digital devices appropriately for different tasks
			- Explore tablets, programmable toys and other devices - Choose devices for familiar purposes - Begin to show awareness of turning devices on and off	- Identify common devices and basic parts (screen, keyboard, mouse, switch) - Use different input devices to control activities - Select appropriate devices to complete familiar tasks	- Name main parts of a computer and describe their function - Choose and use devices for specific purposes - Begin to troubleshoot simple issues

Programming and Control	Explore cause and effect by repeating actions that lead to outcomes • Explore buttons, switches and touchscreens • Repeat actions that create preferred responses • Anticipate outcomes of familiar actions	Use simple controls deliberately and begin to recognise repeating sequences • Use controls intentionally to achieve effects • Explore programmable toys and repeat action sequences • Copy simple actions demonstrated by an adult	Follow and create short sequences of instructions • Follow step-by-step instructions • Give simple instructions to others or to a device • Create short sequences to control programmable toys	Design, create and debug simple programs • Understand that instructions must be clear and in order • Begin to create simple programs • Begin to debug programs by identifying and correcting errors
Online Safety and Digital Behaviour	Experience technology safely with adult supervision • Share digital experiences with an adult • Participate in routines for safe device use • Respond to adult guidance such as stopping or waiting	Begin to follow basic rules for safe technology use • Respond to rules such as stopping when asked • Seek adult support when unsure • Show awareness of taking turns and sharing devices	Recognise simple online risks and know how to seek help • Learn simple messages such as 'be kind' and 'tell an adult' • Identify trusted adults who can help • Recognise when digital content makes them feel uncomfortable	Understand personal information, privacy and appropriate digital behaviour • Recognise what personal information is • Demonstrate appropriate behaviour when using technology independently • Make simple choices to keep themselves safe online



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 educational 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

One year programme Religious Education units (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
Stories of People and Places	Explore familiar people, places and community roles through sensory experiences, objects, photographs and stories, showing awareness of the people who belong to their everyday world - Explore familiar people through photos, faces, and objects linked to them (badge, lanyard, uniform) - Notice and respond to different areas within familiar places (doorway, playground, classroom) - Experience simple role-play linked to everyday helpers using props (toy stethoscope, hard hat) - Engage with sensory stories about family, home, school or local community	Identify familiar people, places and community helpers and begin to recognise how people's roles relate to the places and objects around them - Name familiar people (family members, school staff, helpers) - Identify simple features of familiar places (e.g. inside a school, local area, home) - Join in with simple past-focused stories using puppets or props - Match objects to the people who might use them (e.g., stethoscope = nurse)	Describe people's lives and achievements using simple stories, recognising similarities and differences between people now and in the past - Sequence simple life events (baby → child → adult) - Identify similarities/differences between people now and in the past - Learn a simple story about a significant person (nurse, explorer, inventor) - Describe what people did in the past using patterned language: <i>They helped...</i> <i>They made...</i>	Use historical sources to investigate significant individuals and explain how their actions and achievements influenced people, places and communities - Study significant local/national individuals (e.g., Florence Nightingale, Mary Seacole, a local hero) - Use photos, pictures, objects and simple texts to answer <i>Who were they?</i> <i>What did they do?</i> <i>Why were they important?</i> - Compare two people from different times - Describe how a person influenced their community

Life Then and Now	Explore differences between past and present objects, routines and environments through sensory experiences and observation • Explore contrasting objects (old/new, soft/hard, big/small) through sensory play • React to simple differences in routines (now/then), such as baby photos vs “now.” • Handle everyday items from the past and present (wooden toy vs plastic toy) noticing differences through texture or weight • Look at photo pairs showing past/present versions of familiar things (old classroom vs now, old bus vs new)	Identify and describe simple differences between life now and in the past using everyday language and early concepts of time • Begin to sort old/new pictures • Describe simple differences between items (toys, clothes, rooms) • Use early time language (before/after, long ago)	Recognise changes in everyday life over time and sequence familiar events while suggesting simple reasons why changes occur • Create simple timelines of familiar life events (home, school) • Describe basic changes in homes, toys, school equipment or transport • Explain simple causes of change (e.g., “new machines,” “because it broke”)	Compare aspects of daily life from different periods and explain change and continuity using evidence from historical sources • Compare aspects of daily life in different periods (e.g., Victorian vs modern schooling; homes) • Identify similarities/differences using structured vocabulary • Describe change and continuity with simple reasoning: <i>Some things stayed the same... Some things changed because...</i> • Use different sources (photos, objects, reconstructions) to identify features of life then and now
Remembering and Exploring the Past	Explore memories, photographs, stories and artefacts, recognising that they can represent events and experiences from the past • Explore simple artefacts (buttons, medals, tools, old photos) using sensory play • Engage with “memory moments” (class events, birthdays) through objects, songs, or photos	Identify past and present experiences and use photographs, objects and memories to talk about things that happened before • Identify past vs present images • Talk about personal memories (birthday, trip) • Recognise that photos show things that happened before	Use artefacts, photographs and stories to find out about the past and ask simple questions about people, objects and events • Describe what simple artefacts/photos show • Ask and answer basic questions: <i>What is it? Who used it?</i> • Understand that we use objects and pictures to find out about the past	Use a range of historical sources to investigate the past, ask and answer questions and explain why people and events are remembered • Explore multiple sources: digital images, artefacts, simple texts, comparison pictures • Learn why we remember certain events (e.g., Remembrance)

	• React to stories about things that happened “before,” supported by props and simple timelines • Match an object to a memory box picture (e.g., party hat ↔ birthday photo)			• Ask questions: <i>How do we know? Why do we remember this?</i> • Sequence simple historical narratives using source clues
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Geography Skills and Knowledge Progression

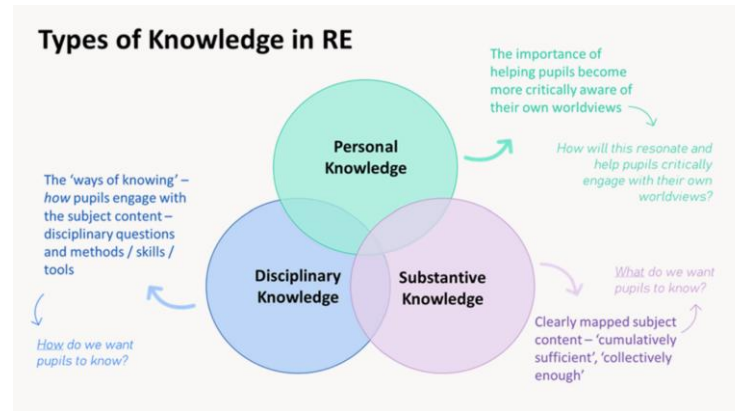
Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
People, Places and Connections	Explore familiar places and environments through sensory experiences, photographs and stories, developing awareness of where people live, play and belong - Explore familiar spaces through sensory walks - Look at photos of home, school and local places and notice differences - Explore different environments through textures, sounds and sensory experiences - Listen to stories about different places and environments	Identify familiar places and describe their features, recognising that people use and experience places in different ways - Identify home, school and other familiar places in photographs - Begin to recognise the UK as the country in which they live - Describe what they can see, hear and feel in different places - Understand simple purposes of places such as shops, parks and schools	Compare places and locate simple geographical features, using geographical language to describe similarities, differences - Name the four countries of the UK - Locate simple features on a child-friendly UK map - Compare two familiar places - Use simple spatial language such as near, far, next to and across	Locate and compare places in the UK and wider world, describing how people, environments and locations are connected - Name UK countries, capital cities and surrounding seas - Recall continents and oceans - Identify local places on simple large-scale maps - Compare a UK place with a contrasting non-UK place - Explore how people, plants and animals depend on their environment
Our Changing World	Experience weather and environmental features through sensory exploration and begin to notice differences in the natural and built world - Experience rain, wind and sunshine through sensory exploration - Notice natural and built features in familiar environments	Identify human and physical features and recognise simple changes in weather, seasons and environments - Begin to identify human and physical features - Explore simple weather patterns - Recognise seasonal changes	Describe physical processes and recognise how people and natural forces can change environments over time - Explore rainfall, wind and rivers - Recognise rivers as moving water - Notice how people change places through roads, buildings and playgrounds	Explain simple physical and human processes and describe how they contribute to changes in places and environments - Explore erosion through practical models - Understand the simple water cycle - Identify common land-use categories - Explain how weather and human activity change places

Exploring Our Planet	Explore places through sensory observation and supported experiences, responding to simple geographical information about the world around them • Observe environments through looking, listening and touching • Choose between simple places or features using picture cards • Explore ideas such as near and far through play	Use simple maps, observations and data collection activities to investigate familiar places and environments • Follow adult-led observation routes • Collect simple data using tallies • Use simple symbol maps	Use maps, observations and simple fieldwork to gather and communicate geographical information • Follow simple maps with symbols • Collect simple geographical data • Create simple sketch maps	Use maps, fieldwork and geographical skills to investigate places and communicate geographical findings • Conduct simple local fieldwork • Carry out weather, traffic and sound surveys • Follow simple compass directions • Draw maps using symbols and keys
Disciplinary Knowledge (“How do geographers know?”)	Explore photographs, maps and stories about places and begin to connect representations with real-world environments • Explore maps as pictures and story prompts. • Connect photographs to real places	Use photographs and simple geographical sources to recognise places and answer basic questions about what they observe • Answer simple questions about places. • Recognise that photographs show real places	Ask and answer geographical questions using photographs and other sources to investigate and compare places • Ask geographical enquiry questions • Compare photographs • Identify differences between sources	Use a range of geographical sources and evidence to investigate places, make comparisons and explain how they know about the world around them • Use maps, photographs and tally data as evidence • Compare information from different sources • Explain conclusions using evidence

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

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 Traditional Tales Patterns and Rhyme	Character Description Recount	Stories with familiar settings: setting description Instructions: Chronological Reports (Cross-Curricular Link to topic)	Non-Fiction Letters Information Texts: Non- Chronological Reports (Cross-Curricular Link to topic)	Fiction Fantasy story Performance Poetry: Poetry by Heart

Communication, Language and Literacy

Reading Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Language Comprehension (Vocabulary, Understanding, Talk)	Respond to familiar language and stories - Responds to familiar stories using actions, gesture and AAC - Identifies people and objects - Follows simple routines through key words	Understand simple spoken language and questions - Responds to “who/what/where” questions - Develops vocabulary through high-quality talk and picture books - Repeats phrases from stories and simple rhymes - Shows understanding of simple prepositions (in, on, under)	Develop understanding of narrative and meaning 1. Begins to answer “how/why” questions 2. Sequences simple events from stories 3. Makes simple predictions 4. Identifies characters, settings, and key events 5. Explains the meaning and familiar words encountered in stories and conversations	Begin to discuss and understand texts - Uses background knowledge to support understanding - Discusses story content using modelled language or sentence stems - Links new vocabulary to known words - Relates texts to own experiences - Uses newly learned vocabulary when discussing stories and experiences
Fluency (Accuracy, Automaticity, Prosody)	Engage with rhyme and patterned language - Engages with rhythm, rhyme, and repetitive text patterns - Follows along with adult-read texts using pictures and actions	Begin to participate in repeated language structures - Echoes rhymes, repeated phrases, and patterned language - Begins to track left-to-right movement of text	Build accuracy and confidence in reading 1. Re-reads familiar decodable texts 2. Begins reading short sentences with steady pace. 3. Reads aloud with growing confidence	Read with increasing fluency and expression 1. Develops automaticity with known GPCs 2. Reads using basic expression 3. Participates in shared reading activities

Reading Comprehension (Retrieval → Inference → Interpretation → Evaluation)	Demonstrates early understanding of stories • Matches objects to stories • Recognises repeated refrains • Anticipates events using pictures	Understand and order simple texts • Answers simple questions about stories (who/what/where) • Anticipates key events • Can order simple stories with a beginning/ middle/end	Develop inference and prediction skills 1. Makes simple inferences from images 2. Predicts what may happen next 3. Sequences familiar stories 4. Recognises simple differences between story texts and information texts	Retrieve and explain meaning from texts • Retrieves information from short texts • Identifies main ideas • Make simple inferences • Links ideas to own experiences • Identifies simple features of information texts such as headings, photographs and labels
Reading for Pleasure (Motivation, Choice, Book Knowledge)	Engage with books through sensory exploration • Shows enjoyment through engagement with sensory books • Chooses between two familiar picture books	Develop enjoyment of shared reading • Shares books with adults • Repeats favourite lines from stories • Participates in read-aloud experiences	Develop preferences and interests • Shows preferences for stories, characters, or topics • Participates in shared reading routines	Engage independently and socially in reading • Chooses a wider range of texts • Talks about familiar books, expressing simple preferences and opinions • Listens and responds to the views of others during shared book discussions • Begins to recognise favourite authors, characters or book series

Writing Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Transcription - Spelling				Following ELS Essential Spelling Progression 1. Consolidate Phase 5 phonics and alternative spellings for known sounds 2. Secure phoneme-grapheme correspondence knowledge • Application of spellings in sentences and short pieces of writing 3. Spell common exception words 4. Use alternative spellings for known phonemes 5. Apply split digraphs 6. Segment words accurately for spelling • Build fluency in high-frequency words • Begin proofreading for simple spelling errors 7. Develop spelling rule knowledge 8. Applying spelling conventions • Increasing spelling accuracy within extended writing 9. Apply suffix rules correctly 10. Use contractions and apostrophes accurately 11. Spell common homophones 12. Use prefixes to change meaning • Edit and improve spelling

Sentence & Grammar (daily sentence instruction)	Adult models one-clause utterances matched to play; child communicates meaning via gesture/AAC: 1. Attend to adult-modelled single-clause sentences during motivating play and sensory experiences (e.g., “push car”) 2. Communicate meaning using gesture, vocalisation, facial expression, body movement or AAC during shared activity 3. Respond to familiar words, symbols or action phrases within predictable routines 4. Imitate an adult-modelled single word, symbol or action that expresses intention or meaning 5. Select a photo, object, or symbol to represent a familiar person, action or object in play 6. Begin to produce simple one-clause spoken or AAC messages with adult shaping 7. Experience adults scribing and verbally modelling meaning-based communication	Orally generate simple clauses with stems (“I like...”); teacher models Capital + Full stop daily 1. Use sentence stems verbally during motivating play and shared experiences (e.g. I like...) 2. Begin to orally rehearse simple clauses 3. Identify the beginning and end of an oral sentence during modelling 4. Recognise that sentences start with a capital and end with a full stop 5. Produce simple oral sentences before attempting to write them 6. Use gesture, AAC or spoken language to communicate simple ideas and intentions	Write single sentences that make sense; spaces; full stops/capitals with prompt; and joins: 1. Compose and orally rehearse simple sentences before writing 2. Begin to write a single sentence with a capital letter and full stop 3. Begin to insert spaces between words 4. Begin to join ideas using “and” • Re-read the sentence to check meaning	Daily sentence instruction through oral rehearsal, modelled writing and supported drafting 1. Orally rehearse sentences before writing using structured talk routines and sentence stems 2. Build sentences using taught structures (subject + verb + detail) 3. Expand sentences using added detail (adjectives, conjunctions, where/when phrases) 4. Combine clauses orally attempting written sentence construction 5. Apply accurate punctuation (capitals, full stops, question/exclamation marks, commas in lists) taught through shared and guided writing activities 6. Begin to make deliberate choices about sentence structure to match purpose and audience • Begin to re-read writing aloud to check meaning, clarity and sense
Composition (purpose, audience, structure)	Selects photo/object/symbol for a message; adult interprets and scribes child’s meaning 1. Choose a photo, object, symbol or motivating item to communicate	Can select purposeful marks (label/list/card) with adult scribing; sequence 2–3 photos for mini-recount: 1. Make purposeful marks, symbols or emergent	Labels/captions/messages; 2–3 linked sentences; picture plan; time words (first/then): 1. Uses a picture plan to organise ideas	Produces purpose-driven pieces; recount/instructions/description/narrative; model → shared → guided → independent; text choice advances writing knowledge:

	a preference, request or shared meaning 2. Indicate communicative intent through gesture, vocalisation, eye gaze, body movement or AAC 3. Participate in shared interactions where adults model spoken, signed or symbol-supported language alongside the learner's communication 4. Observe adults scribing, drawing or symbolising intended meaning during shared activities 5. Confirm, reject or extend adult interpretations through gesture, AAC or repeated actions 6. Share completed communication with familiar adults to reinforce that marks, symbols and writing carry meaning 7. Experience repeated communication routines that link action, language and mark making together	writing to represent an idea, message or experience 2. Use photos, symbols, objects or sequencing supports to represent familiar events 3. Rehearse meaning through supported talk, gesture, role play or AAC before recording ideas 4. Support adults to co-construct and scribe short messages linked to learner intentions 5. Begin to recognise that writing can be used for different real-life purposes (lists, labels, cards, requests) 6. Re-read or revisit scribed meaning using symbols, pictures or remembered experiences	2. Writes simple labels or captions 3. Begin to write 2–3 linked sentences using capital letters, full stops and spaces 4. Use simple sequencing words • Re-read a short piece to check for sense and order • Write simple functional texts	1. Study carefully chosen model texts 2. Participate in shared and guided writing 3. Writes recounts, descriptions, instructions and simple narratives 4. Use taught language patterns and structures 5. Edit one focused feature at a time to avoid cognitive overload • Write for increasingly authentic purposes and audiences
Vocabulary & Spoken Language (oracy drives writing)	Engages in language-rich routines; early shared communication through play and interaction • Participate in repetitive, language rich routines supported by gesture, objects, songs and symbols • Attend to familiar words, phrases and action patterns within motivating activities	Makes explicit topic vocabulary; picture–word routine; sentence frames: • Learns and repeats new topic vocabulary during motivating activities • Matches pictures, symbols and keywords during structured routines • Begin to use simple verbal sentences frames (e.g., “I see ___”)	Responds to precise nouns/verbs when modelled; Learners reuse taught words in oral sentence then writing: • Identify precise nouns and verbs during oral rehearsal • Rehearse vocabulary orally before writing • Use taught vocabulary in simple writing • Retell simple events orally using time-related language	Utilises structured talk before writing (paired rehearsal; sentence frames); Repeated use of new words: • Rehearses sentences orally before writing using structured talk • Use structured partner discussion and sentence stems

	- Respond to names familiar people, objects and motivating vocabulary through movement, eye gaze, gesture or vocalisation - Engage in shared attention activities with adults during play and exploratory experiences - Experience adults modelling simple name-function language (e.g. “cup-drink”, “car-go”) - Use gesture, symbol, vocalisation or AAC to express wants, refusals, enjoyment or shared interest - Begin to participate in simple turn-taking and dialogic play exchanges - Build early understanding that communication can influence people and environments	- Apply taught words in guided play and communication - Join in with repetitive oral storytelling and language routines - Begin to use new vocabulary during shared writing experiences		- Apply taught vocabulary accurately in oral and written work - Use repeated sentence models and language patterns - Build topic-specific vocabulary through shared reading and writing
The Writing Process (plan–say–write–read–revise)	Adult structures shared communication routines: say – mark make – share - Participate in predictable first/then communication routines linked to motivating activities - Experience adults modelling verbal language, symbols, AAC and mark making together - Begin to make marks following shared communication experiences	Follows plan (pictures) → say → adult scribe; reads back using symbols; chooses one change: - Sequence picture plans linked to familiar experiences - Verbally contribute ideas using speech, gesture or AAC - Match scribed ideas to symbols, pictures or remembered events - Begin to read back supported messages	Uses Plan–say–write–read–improve; will take selective feedback on one focus: - Use simple planning structures - Rehearse sentences orally before writing - Write 1–3 linked sentences - Read back writing for meaning - Respond to one focused improvement - Begin to develop simple editing routines	Plans with boxing-up or picture grids; drafts short sections; re-reads for sense; edits one focus; uses dictation to build transcription: - Plan using picture grids, boxing-up or simple organisers - Draft short sections following oral rehearsal - Re-read writing for sense, sequence and meaning - Edit one focused area at a time - Use dictation alongside purposeful composition to

	4. Observe adults interpreting and scribing intended meaning from the learner's communication 5. Revisit and share completed marks, symbols or messages with familiar adults 6. Begin to anticipate familiar writing / communication routines through repetition 7. Develop understanding that marks, symbols and writing communicate meaning to others	5. Choose one simple improvement to add or change 6. Begin to understand that writing can be changed and improved		- develop transcription confidence 6. Begin to use simple checklists and success criteria
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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)

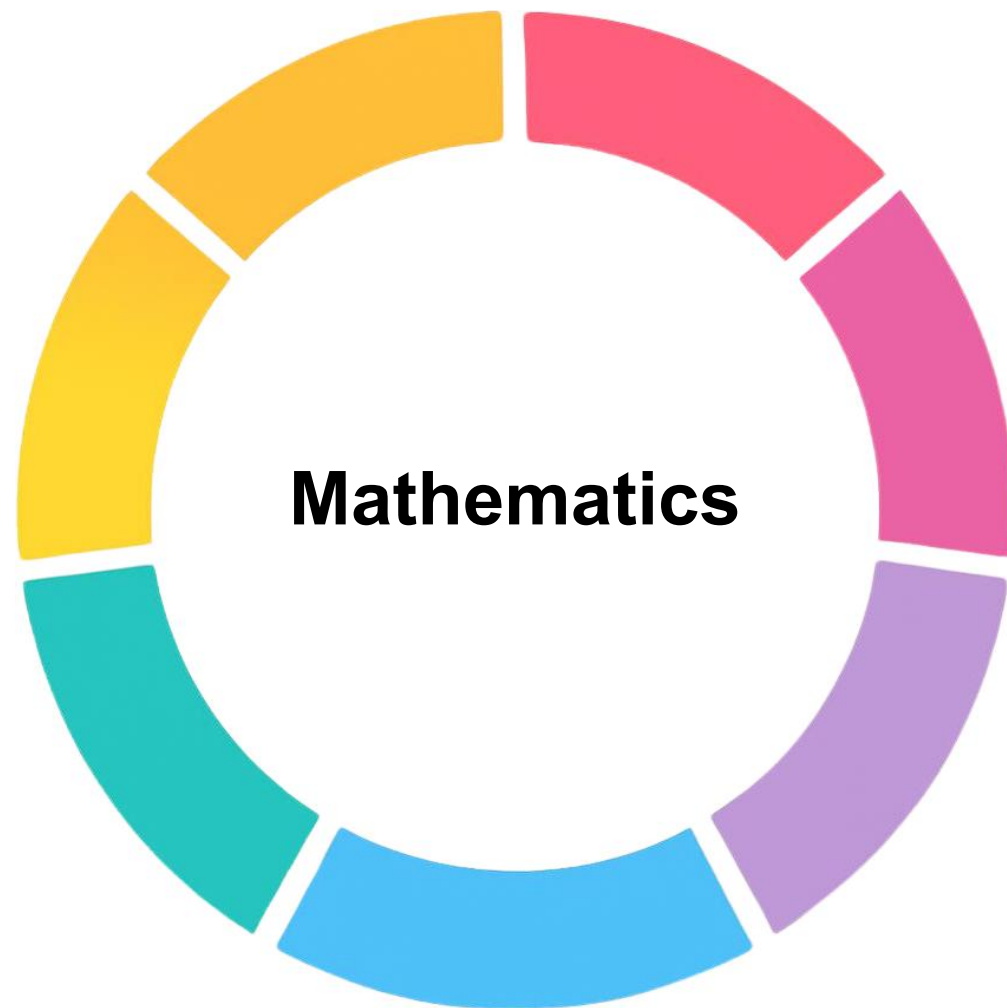
Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Readiness & Pre-writing	Participates in sensory-motor experiences that develop the physical foundations for handwriting - Engage in sensory exploration and mark-making activities - Develop body awareness through 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
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	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	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

		• Begin to recognise similarities between shapes and letters	• Build automaticity through repeated practice • Apply capitals within names and functional writing tasks	• Form letters consistently within words and sentences • Apply both upper- and lowercase letters accurately
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 spacing • Maintain accurate alignment and sizing • Improve presentation and organisation on the page • Develop writing stamina and control
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 understanding 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

Speaking and Listening Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Physical	Uses emerging physical communication strategies (including gesture, vocalisation and AAC) intentionally to initiate and sustain shared interactions with others. • Uses intentional actions (gesture, sign, vocalisations, AAC selection) to gain an adult's attention or initiate an interaction • Explores and uses early AAC layouts with increasing consistency (e.g. selecting from simple pages with 1- 2 symbols) • Uses consistent physical signalling to support communication (e.g. reaching, showing, offering, objects to share attention)	Uses facial expression, gesture, body language and AAC intentionally to support communication • Uses facial expressions, gesture and basic body language intentionally • Produces clearer vocal patterns or early words; uses AAC with 2- 5 symbols • Uses simple body language intentionally (turns body, nods, imitates gestures) • Responds to adult cues to experiment with pace, volume and tone	Adapts physical aspects of communication to support meaning and demonstrate active listening • Adapts volume / gesture size (louder/softer, bigger / smaller) • Demonstrates body language to show listening (turning, eye gaze, stilling) • Uses familiar AAC pages with multiple categories	Adjusts and controls physical communication to support clarity and engagement in group contexts • Adjusts tone, pace and volume (spoken or AAC selection rate) when communicating • Uses clear body language to gain attention and support meaning • Sustains physical presence during group talk (e.g. facing speaker, waiting appropriately)
Linguistic	Uses early communicative functions to express needs, preferences and interests • Uses early communicative functions: requesting, protesting, commenting through vocalisation, gesture, sign or AAC	Combines communication units and begins to extend language for a wider range of functions • Combines two words, signs or symbols consistently • Uses early descriptive language (e.g. big, fast, more)	Uses simple sentences and topic vocabulary to communicate ideas and respond to questions • Uses simple sentences orally or via AAC • Uses vocabulary relevant to the topic or activity	Uses structured language to explain ideas, ask questions and justify thinking • Uses topic-specific vocabulary across contexts • Asks a range of questions ("why?", "Where?", "how?")

	- Recognises familiar words and simple instructions across contexts - Begins to demonstrate symbolic understanding (recognising picture symbols) - Begin to combine two communication units (two signs, word + gesture, symbol + gesture, two AAC selections)	Understands and responds to simple questions such as 'what?' and 'where?'	Answers simple "who/what/where" questions	Uses sentence frames to explain ideas ("I think...", "It is... because...")
Cognitive	Sustains shared attention and demonstrates awareness of cause and effect in communication - Sustains joint attention to motivating activity during shared interactions - Begins to follow familiar routines and sequences - Understands simple cause and effect relationships in communication	Maintains attention and begins to sequence and repair communication - Maintains attention for increasing periods during activities - Begins to clarify when communication is not understood - Follows simple first-then-next sequences	Organises and sequences ideas and begins to use reasoning in communication - Begins to sequence ideas (e.g. first-then) - Begins to summarise simple information - Uses basic reasoning stems such as 'I think...'	Organises, sequences and builds ideas discussion - Sequences ideas using clear structures (e.g. beginning-middle-end) - Summarises shared experiences or information - Builds on the ideas of others during interaction
Social & Emotional	Engages with familiar people and participates in early communication routines - Shows preference for familiar people and responds to name - Initiates simple interactions using gesture, vocalisation, sign or AAC - Begins turn-taking during interactions	Participates in supported interactions with increasing independence and awareness - Initiates interactions with familiar peers - Recognises basic emotions in self and others - Begins to participate in group routines	Participates in structured communication and collaborative activities - Takes part in structured group talk - Works with peers in simple paired tasks - Shows awareness of others' feelings and responses	Participates confidently and appropriately in discussions with others - Contributes to group discussions appropriately - Shows respect for the ideas and views of others - Demonstrates resilience when communication difficulties arise



Mathematics

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

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

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

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

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

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

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

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

Mathematics Programme of Study

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

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

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

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

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

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

Mathematics Skills and Knowledge Progression

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

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

Bold Objectives = Entry Level

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

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

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

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

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

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

Bold Objectives = Entry Level

Conceptual Area	Blended	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 - Use place value structure to interpret and represent numbers efficiently	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	Builds the foundation of number sense and magnitude, enabling learners to interpret and use number independently in real situations.

	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 6. Apply number knowledge in reasoning and problem solving - Solve problems involving number and place value in a range of contexts	2. 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 - 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	
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	• 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	• 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 • 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	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	Develops efficient calculation and interpretation of change, which is central to money, time, and everyday problem solving.

	2. Use number composition to calculate efficiently within 20 and beyond • Use known number bonds within 10 to support calculation • 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) • Adjust numbers to make calculations easier (e.g. $19 + 3 \rightarrow 20 + 2$)	• 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 • 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	
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	• 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	• 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	
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 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	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	
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	• 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	• 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	
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 • 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)	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

	• 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 • 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	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	
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	• Uses knowledge of composition and equal parts to solve problems efficiently • Explains reasoning using mathematical language, models, or diagrams	• Uses fractions independently in familiar situations	
Measurement	1. Develop understanding of measurable attributes and comparison • Identifies measurable attributes such as length, mass, capacity, and time • Recognises similarities and differences between objects based on these attributes • Compares two or more objects directly (e.g. longer/shorter, heavier/lighter, more/less full) • Recognises differences in quantity and measure without relying solely on counting or measuring • Uses comparative language accurately in practical contexts 2. Use non-standard and standard units to measure accurately • Measures using non-standard units (e.g. cubes, hands, containers) • Begins to use standard units (e.g. cm, m, kg, litres) appropriately • Selects suitable tools for measuring (e.g. ruler, scales, measuring jug) • Records and interprets measurements • Recognises that measurements are made by repeating equal units 3. Develop fluency in measuring through structured understanding • Measures and records lengths, mass, and capacity accurately • Understands that measurement involves iterating equal units • Uses understanding of unit structure to avoid counting errors when measuring	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 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	Enabling independence in regards to: • budgeting • time management • real-world decision-making

	• 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 • 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	3. Use time and money in practical contexts • Reads time and understands sequences • Uses money to solve problems (totals, change) • Applies time knowledge to everyday situations • Interprets practical problems involving time and money • Uses number skills within measure 4. Estimate and reason with measurement • Makes reasonable estimates • Compares estimates to actual values • Uses estimation to check answers • Applies reasoning to measurement problems • Explains thinking clearly 5. Apply measurement in problem solving • Solves problems involving measure – EL3 • Selects appropriate strategies – EL3 • Interprets results meaningfully – EL3 • Applies knowledge in real-world contexts • Uses measurement independently	
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	• Uses understanding of number composition and structure when working with measures (e.g. combining lengths or quantities) • Explains reasoning using mathematical language and representations		
Geometry (Shape, Position & Direction)	1. Develop recognition and classification of shapes • Recognises and names common 2D and 3D shapes • Identifies properties of shapes • Sorts and groups shapes • Compares shapes • Applies understanding in context • 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	Supports: Navigation and environment awareness Interpreting visual information Practical problem solving

	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	• Follows and gives multi-step directions • Applies spatial understanding in practical contexts 4. Represent and interpret position in structured contexts • Uses grids, maps, and diagrams • Interprets position using coordinates (where appropriate) • Describes and follows routes accurately • Represents movement and position visually • Solves problems involving navigation and location 5. Apply geometric understanding in real-world contexts • Applies shape knowledge in practical tasks (e.g. fitting, packing, construction) • Uses spatial reasoning to solve everyday problems • Interprets diagrams and visual information • Selects appropriate strategies in context • Uses geometry to make decisions 6. Use geometric reasoning in problem solving • Solves multi-step problems involving shape and space • Selects appropriate representations and approaches • Explains reasoning clearly • Evaluates solutions and identifies errors • Applies knowledge flexibly across contexts	
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		• Uses properties of shape to solve problems (e.g. classification, identification) - EL2/EL3 • Applies positional and directional knowledge to complete tasks - EL2 • Interprets diagrams, maps, or spatial information in context - EL2/EL3 • Uses spatial reasoning to solve practical problems (e.g. navigation, layout) - EL2 7. Develop ability to interpret and use information • Reads tables, charts, and simple diagrams • Extracts relevant information • Identifies patterns in data • Interprets information in context • Uses data to answer questions • Uses information from charts, tables, or diagrams to solve problems - EL2 • Selects relevant data to answer questions or complete tasks - EL2 • Applies information to make decisions in familiar contexts - EL2	
Mathematical Process	• Uses mathematics to solve one- and simple two-step problems in familiar contexts - EL2 • Selects appropriate strategies (counting, grouping, known facts) to solve problems - EL2 • Applies known methods independently in familiar situations - EL2 • Explains answers using simple mathematical language or representation – EL2 • Checks solutions for accuracy and reasonableness - EL2		



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

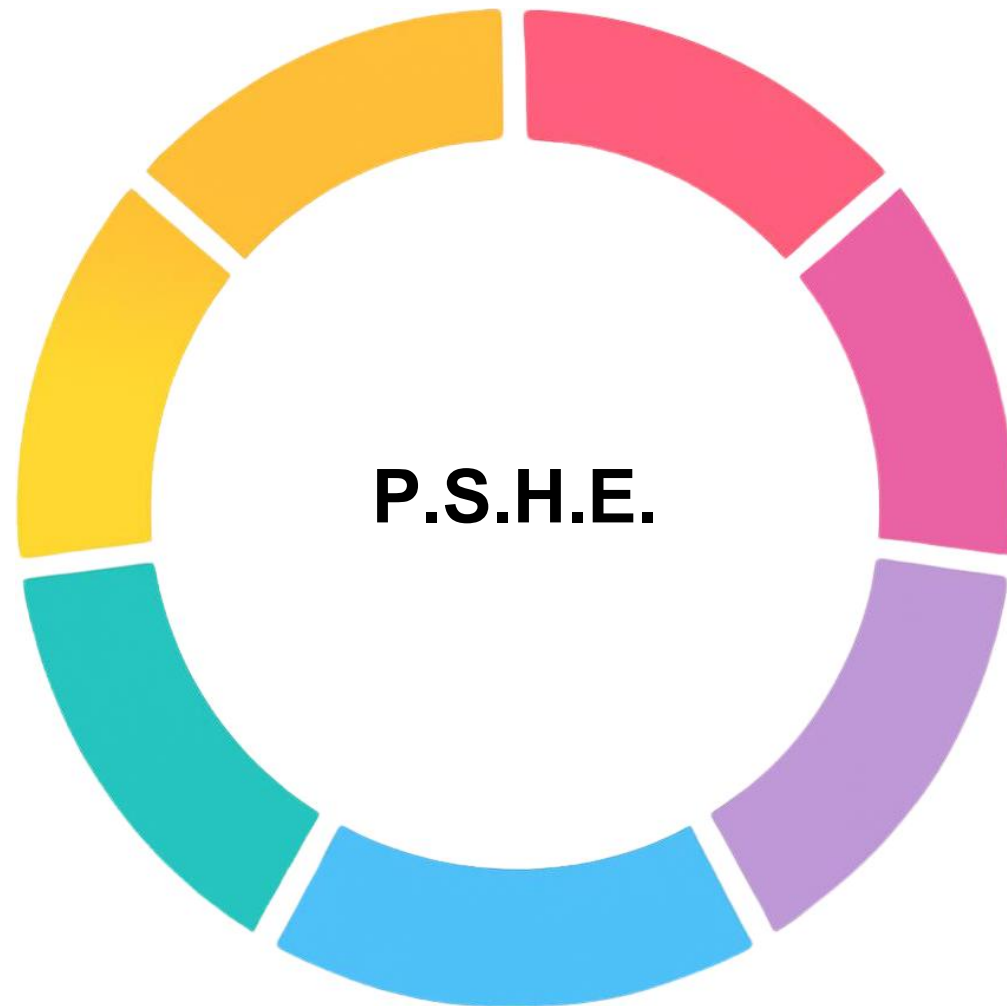
Physical Development Skills and Knowledge Progression

Locomotor skills, object control, stability skills

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Games	Demonstrate emerging ball-handling coordination - Kick a stationary ball using one foot to maintain balance - Rolls or throws ball or bean bag with a purposeful direction towards a person or target at short distance - Catches a large ball thrown into two arms from a short distance	Participate in a short throwing and catching game 1:1 or small groups - Experiencing throwing a ball using an underarm technique - Catches small balls thrown from a short distance - Able to 'bounce pass' a large ball and receive a ball thrown using a bounce pass - Take turns with peers and / or adults	Play a range of striking and fielding games, with support as needed - Throw a ball using an overarm technique - Throw and catch a ball using an appropriate technique for the target - Strike a ball with varying equipment with developing accuracy - Choose appropriate equipment in order to achieve the best results - Follow adult instruction	Take part in games with peers and/or adults following the rules of the game - Throw and catch with control and accuracy - Strike a ball and field with accuracy - Choose and combine techniques in game situations - Follow the rules of a game and play fairly - Develop tactical understanding of games
Gymnastics	Demonstrate body awareness and early jumping skills - Show an awareness of their body parts and position in space during movement activities - Jumps with both feet off the ground - Jump from a low-level piece of equipment with a stable landing	Copy gymnastics shapes/techniques e.g. rolls and jumps with some support when modelled - Experience making shapes with their bodies e.g. long and tall, short and small, squeezing bodies into boxes and tunnels. - Experience different body rolls with adult support e.g. rolling sideways, teddy bear roll etc. - Develop overall balance and control of body - Jumps from apparatus landing appropriately and with stability	To demonstrate gymnastics shapes/techniques e.g. rolls and jumps when asked - Move with control and awareness of space - Develop different forms of balance - Jump in a variety of ways and land with increasing control and balance - Copy and perform different types of shapes/rolls/jumps - Hold a balance whilst balancing on different parts of the body	Link two or more actions to make a sequence - Show contrasting movements (small / tall, straight / curved, wide/ narrow) - Demonstrate a variety of gymnastics rolls - Plan, perform and repeat sequences - Show changes of direction, speed and level during a sequence

Dance	Participate in early dance and movement activities - Identifies and moves basic body parts during action songs - Copies simple whole-body movements e.g. reaching up, crouching down or stretching - Moves forwards, backwards or sideways during dance activities	Move body parts to music as instructed - Move arms and legs to action songs - Copy waving or moving an item of equipment - Move freely with confidence in a range of ways e.g. slithering, rolling, crawling, skipping and hopping	Choose how to move to music depending on the tempo/rhythm/speed showing careful control and coordination - Move limbs to match the rhythm of the music - Choose movements to communicate a mood, feeling or idea - Create a dance move with an item of equipment (ribbon/hoop) - Show a preference towards a certain type of dance or music	Link two or more actions to perform a sequence - Move in a clear, fluent and expressive manner - Refine movements into sequences - Show control in using equipment - Plan, perform and repeat sequences - Change speed and levels within a dance
Athletics	Participates in early athletics activities by demonstrating developing control in running, throwing and jumping Running: - Begins to avoid obstacles whilst running - Runs safely using whole foot - Able to negotiate turning corners and obstacles when running Throwing: - Releases balls or bean bags intentionally - Throws a large ball towards a target from a short distance	Begin to demonstrate a range of athletic techniques; for example: running, throwing and jumping Running: - Show control in the speed of their movements - Explore speed/pace over a variety of distances - Travel towards a fixed point Throwing: - Throw objects from/to a fixed point - Throw an object towards a target with increased accuracy - Throw an object accurately from an increased distance	Refine athletic techniques; for example: running, throwing and jumping using a wider range of athletic equipment Running: - On command, move from a start point to an end point and then stop/finish - Move from point to point overcoming obstacles (hurdles) Throwing: - Demonstrate throwing an object with an underarm and overarm technique - Demonstrate the appropriate throwing technique for the equipment (e.g. shot put)	Demonstrate the activity with good technique without prompting and begin to take part in peer competition Running: - Demonstrate the ability to run varying distances with/without obstacles - Compete against peers in races - Identify what went well and aim to improve their performance Throwing: - Demonstrate the correct technique for the equipment without prompting - Compete against peers and compare the distance of objects thrown

	Jumping: 1. Begin to demonstrate a standing jump, taking off with two feet and landing on two feet 2. Jump from a low piece of equipment and land with stability	Jumping: • Use arms to propel self-forwards/upward • Jump from apparatus landing appropriately	Jumping: • Begin to develop a running jump, taking off from one foot • Run and then jump from a set marker	3. Identify what went well and aim to improve their performance Jumping: 1. Demonstrate a long jump without prompting 2. Compete against peers and compare the distances jumped 3. Identify what went well and aim to improve their performance
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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
Self – Awareness	Recognise self as a separate individual to familiar people around them - 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	Recognise and describe who they are, identify important people in their lives, and begin to understand how they are similar to and different from others - Name self - Identify others. e.g. peers, adults who support their day-to-day activities - Begin to identify the things that they are good at - Begin to recognise similarities between themselves and others - Begin to engage in joint attention activities with others - Begin to demonstrate cooperative play during activities	Describe the ways in which we are special and unique - Identify the things we are good at (strength and talents) in school. - Identify differences between self and others - Make simple choices of activities and areas of interest to them - Express opinions on their likes and dislikes - Begin to recognise and identify personal achievements - Begin to demonstrate self-advocacy (“I like / don’t like”, “I want help”)	Identify hopes/wishes for our future lives - Describe things we enjoy doing or make us feel happy - Identify activities we are good at, both in and out school - Recognise what being unique means - Identify something they want to do in the future (things they would like to do and things they might want to do more of) - Begin to identify how they can achieve their hopes / dreams
Healthy Lifestyles	Experience routines and activities that support physical wellbeing - Experience daily routines related to eating, drinking and rest - Participate in supported hygiene routines (hand washing, face wiping) - Respond to physical sensations (e.g. tired, hungry, wet comfortable)	Demonstrate how to keep healthy and begin to experience and respond to how to keep well - Begin to demonstrate healthy practices – e.g. healthy eating, keeping clean, brushing teeth etc. - Experience the benefits of being physically active	Describe how activities make us feel and identify what you need to do if you are unwell, uncomfortable or in pain - Identify some examples of healthy foods and why it helps keep you healthy - Describe or demonstrate simple hygiene routines and how to keep healthy	Describe some of the different ways to be physically and mentally healthy and explain what you need to do if you are feeling unwell, uncomfortable or in pain Explain why some foods are healthier than others and how this can affect you physically

	- Explore different types of movement (stretching, bouncing, walking, crawling) - Show enjoyment or engagement in calming or regulating activities - Seek comfort from familiar adults when unwell or uncomfortable	- Experience a range of activities that make us feel calm and happy and begin to identify them - Begin to develop an understanding that when we are hurt or unwell we might see a doctor or a nurse or go to hospital	- Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally) - Identify and describe familiar rules to keep our bodies healthy (staying safe in the sun, sleeping well) - Identify and experience activities that make us feel happy and calm (yoga, mindfulness, mindfulness colouring, etc) - Explain what it means to be hurt, unwell, uncomfortable or in pain and who can help (doctor, nurse, carer)	- Give reasons why it is important to take care of personal hygiene - Describe and explain how the physical activities we enjoy doing help to keep us healthy - Describe simple routines that keep our mind and body healthy (having a bedtime routine, sun safety rules, eating healthy food, drinking regularly, spending time doing what we love, etc.) - Identify some symptoms we might experience when we are not feeling well and who can help (doctor, nurse, carer, family) - Explain it is not safe to touch, taste or take medicines without a trusted adult being with us
Self-care, support and Safety – Personal Hygiene	Participate in supported self-care routines - Tolerate and engage in adult-led personal care routines - Anticipate and actively participate in familiar daily self-care routines that support health and hygiene (e.g. reaching hands for washing, beginning to engage in handwashing routines)	Identify simple self-care techniques - Identify key self-care routines e.g. washing hands, brushing teeth - Actively respond and participate in self-care routines - Begin to follow visual instructions to support with self-care routines	Identify a range of self-care techniques - Identify appropriate places for self-care routines - Recognise and identify when self-care is needed - Follow verbal or visual support to complete self-care routines - Initiate self-care routines e.g. washing hands during personal care	Describe a range of self-care techniques we can do ourselves to stay healthy - Identify self-care techniques we can do ourselves to keep healthy - Identify self-care techniques we need adult help with - Explain the importance of self-care routines on our bodies

	• Show preferences during personal care (likes, dislikes, comfort cues) • Begin to follow single-step routines with support (e.g. hands in water)			
Self-care, Support and Safety – Keeping safe	Experience safety through trusted adults and predictable routines • Seek support from familiar adults when distressed or unsure • Respond to adult guidance during everyday activities • Experience consistent routines that promote feelings of safety • Begin to show awareness of risk through adult modelling (e.g. stopping, waiting) • Use gestures, sounds, symbols or actions to indicate need for help	Develop a range of safety techniques in school and online 1. Follow simple rules to keep safe in school. E.g. when playing a game, accessing a piece of equipment with support 2. Identify adults who keep them safe in school 3. Begin to identify when we need help in self-care routines	Apply a range of safety techniques in school, when they are out in the community and online 1. Identify why it is important to help keep ourselves physically safe 2. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends 3. Identify and explain when we might need to ask for help 4. Identify people at home, school and in other settings who are responsible for helping us keep physically safe 5. Ask for help when using online technology 6. Understand kind and unkind behaviours online 7. Know who to tell if they are unhappy with something online	Name and describe activities that might put us at risk (online and when we are out in the community) 1. Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way 2. Identify key simple rules for keeping safe near water, roads, railways and fire 3. Identify the information we should never share online without checking with a trusted adult first 4. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet 5. Identify safe and unsafe behaviours online

Managing Feelings	Experience and express feelings through supported interactions - Express emotions through facial expressions, movement, sounds or behaviour - Respond to calm and comforting interactions from adults - Engage in sensory experiences that support emotional regulation - Show changes in behaviour when needs are met or unmet - Begin to show a preference for regulation tools and strategies	Identify activities/situations that make us happy/sad and begin to choose an appropriate activity to support regulation - Match basic feelings to visuals - Begin to identify activities which make us happy - Recognise kind vs unkind behaviours - Begin to explore some different ways of communicating feelings - Demonstrate that they are able to choose from a selection of activities that they like - Begin to choose regulation activities from a choice	Describe different emotions and recognise ways we can help ourselves to feel better - Identify a range of feelings in self and others - Describe a range of feelings - Start to identify ways to self-regulate - Start to use a range of tools to self-regulate feelings with intention - Begin to manage small changes and transitions within routines	Describe and demonstrate simple strategies to help us manage feelings, including in response to change - Identify and describe a range of feelings - Describe some comfortable and uncomfortable feelings; describe how they might make our body feel - Describe and demonstrate simple strategies that can help us manage feelings and the people who can help us - Demonstrate how they might request help from a trusted adult - Demonstrate simple strategies to help us manage feelings, including in response to change - Begin to demonstrate some problem-solving skills in response to their emotions
Changing and Growing	Develop body awareness and experience consent through everyday care - Experience respectful personal care routines with familiar adults - Begin to anticipate personal care activities involving their body (e.g. dressing, toileting, pad changes) through consistent cues or routines, supporting feelings of	Identify that trusted adults/family members may physically touch us as part of our daily care, during play or to show affection - Identify the correct vocabulary for some of the main body parts - Begin to identify trusted adults	Identify how our bodies change over time & begin to identify how to keep safe - Identify and use the correct vocabulary for genitalia, if appropriate - Explain or demonstrate through sequencing how bodies have changed over time including genitalia if appropriate	Describe the different types of physical contact - Identify the different types of physical contact and what's appropriate and what's not - Give consent using their preferred mode of communication - Understand their right to make a choice if

	safety, dignity and predictability • Show preference or discomfort during personal care • Experience adult modelling of asking permission during care • Explore own body through movement and sensory play	3. Recognise that some body parts remain covered and uncovered 4. Develop their understanding of consent through familiar experiences (TAC PAC, PD sessions, personal care)	3. Recognise public and private areas of their bodies 4. Identify public and private spaces 5. Recognise appropriate & inappropriate touch 6. Recognise the need to ask for permission (consent) before we touch a person 7. Identify trusted adults	they don't want to do something 4. Explain what it is not appropriate to do in public places; give reasons why this is the case (include masturbation if appropriate – focussing on privacy and safety)
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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
Drawing and Photography	Begin to explore making marks with a variety of tools and develop early hand-eye coordination - Explore holding and grasping a range of thick mark-making tools using palmar / whole-hand grasp - Make spontaneous marks using whole arm movements (e.g. back and forth, up and down, circular motions) - Begin to imitate simple directional marks (e.g. vertical / horizontal strikes) through adult modelling - Explore pressing buttons on simple digital devices (e.g. toy cameras) to activate features with isolated finger movements	Choose a preferred drawing tool to make meaningful marks and begin to explore simple photography - Choose a tool from a selection - Hold mark making tools in a more developed grip with increasing control - Make controlled directional lines: vertical, horizontal and circular lines - Begin to participate in early precision tasks such as simple tracing or following wide paths - Begin to form zigzag lines and crossed lines - Explore using simple digital devices to take photos of familiar objects	Choose a suitable drawing tool for a specific mark or pattern and begin to incorporate photography into their drawing - Choose the correct drawing tool for the designated media (e.g., whiteboard pen/white board, chalks for chalkboard) - Holding drawing tools using a stable tripod grip - Make a range of specific marks and simple patterns (e.g. forming closed shapes triangles, circles and squares) - Combine lines, curves and shapes with increasing precision to create patterns and detailed drawings - Begin to demonstrate coordination to use two hands effectively (e.g. holding paper stable when drawing) - Make recognisable images (e.g. people, houses, animals, flowers, trees) - Take photographs to represent shapes,	Use a variety of drawing tools and photography to begin to explore the use of line, shape colour and pattern - Control fine marks with accuracy, improving line consistency and colouring within shapes - Making appropriate choice for colour and pattern - Organise line, shape, colour and pattern accurately within a defined space - Use different angles or viewpoints when taking photographs - Capture textures, patterns or colours to inform drawing or mixed media projects - Begin to use basic editing tools, e.g. cropping, adjusting brightness

			people, animals or simple scenes • Begin to understand how to frame photographs (e.g. where to point the camera and what appears in the picture) • Use photos to support drawing e.g. using an image to draw from later on	
Painting	Explore paint through sensory play, discovering colour, texture and simple intentional actions • Engage in sensory exploration with paint using hands, sponges, brushes or whole-hand tools • Make broad strokes and gestures, experimenting with the movement of paint • Begin to notice and name primary colours • Explore mixing colours accidentally through play • Begin to use a tool purposefully • Show curiosity about marks on paper and begin to repeat actions to recreate effects	Explore using a range of painting materials and tools. • Begin to experiment with different media and tools, e.g. brushes, sponges, different body parts. • Begin to use brushes with early intentionality (up-down, round and round strokes) • Explore playing with colour in a variety of ways (e.g. mixing colours to create a new colour) • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Begin to identify a small range of secondary colours • Begin to demonstrate simple controlled painting within large shapes • Choose colours intentionally within art	Use a variety of painting materials, tools and techniques, experimenting with colour and design • Use fingers and tools to paint forms that represent ideas • Confidently and consistently name primary and secondary colours • Refine colour mixing to create colours with intention, including adding white to lighten and black to darken • Begin to choose from a limited choice the appropriate equipment for the task (e.g. thin brush for a thin line) and use thinner brushes with increasing accuracy • Begin to create pictures with increasing complexity and detail and represent ideas	Further develop and refine the use of painting tools and techniques • Use a variety of paint to create different effects • Use a wider variety of tools and brushes to create different effects • Use a variety of techniques, including printing, to create different effects • Explore and mix colour and shade to reflect observation and imagination • Create different textures using a variety of materials (sawdust, bubble wrap) • Discuss effectiveness of techniques, tools and paints used

		work (e.g. grass is green, sky is blue) • Begin to describe what they have painted or created	• Explore artistic effects to express their ideas and feelings • Create collaboratively, sharing ideas, resources and skills	
Sculpture / 3D Form	Explore and manipulate a range of materials through sensory and constructive play • Explore grasping, squeezing, patting, poking or tearing a variety of materials • Engage in filling, dumping, stacking or knocking down simple constructions using blocks or boxes • Begin to combine two materials (e.g. sticking paper onto cardboard, pressing objects into dough) • Stack, fill and empty containers during play to build early coordination	Manipulate and experiment with a range of materials • Use ready-made forms (e.g. bricks/boxes) for construction • Use 2D and 3D materials to create structures and pictures • Make simple models to express their ideas • Join different materials and explores different textures	Explore and construct with a range of materials for a specific purpose • Use fingers and tools to create forms that represent ideas • Investigate different materials to suit a specific purpose • Build on previous learning, refining ideas • Develop their ability represent them	Further develop and refine the use of construction and modelling skills and techniques • Manipulate different materials and construct with a purpose in mind • Select tools and techniques needed to shape, assemble and join materials • Experiment with, construct and join recycled, natural and man-made materials • Explore shape and form and understand the safety of materials and tools

Music Skills and Knowledge Progression

Strands	Emerging Curriculum	Developing Curriculum	Broadening Curriculum	Blended Curriculum
Listening	Begin to explore and respond to sounds and music through movement, attention and early sound awareness • Use simple body movements (swaying, bouncing, clapping) to express how music feels to them • Show spontaneous emotional reactions to music (smiling, relaxing, excited movements) • Begin to notice when a sound changes (e.g. louder/softer, faster/slower) • Respond differently to contrasting sounds and music • Begin to notice high and low sounds through play and vocal exploration • Shows brief moments of focused listening when music begins or changes • Explores environmental sounds with interest (shakers, bells, tapping objects) • Attempts to copy simple sound-based actions made by an adult or peer	Begin to attend and respond to a range of music genres • Show an interest in the way sounds are made (eg fast, slow, loud, quiet) • Notice differences between fast and slow music (tempo) • Notice differences between loud and quiet sounds (dynamics) • Notice differences between high and low sounds (pitch) • Respond to musical contrasts through movement, gestures or simple descriptions • Notice what other children and adults do, copying and adding variations • March in time to music and claps to the beat in a song • Respond to contrasts (slow/fast, loud/soft) with gestures or descriptions • Express how music makes them feel using simple words or gestures • Match movements to expressive features (tiptoe for quiet/slow, stomp for loud/fast)	Listens attentively and expresses their feelings and responses • Listen attentively to a range of music • Identify high and low sounds (pitch) • Identify fast and slow music (tempo) • Identify loud and quiet sounds (dynamics) • Use movement to interpret music (e.g. will respond to a sad song) • Talk about music, expressing how it makes them feel • Express a preference when offered a choice of music • Respond to expressive music changes with purposeful movement sequences or shapes	To listen with concentration and understanding to a range of high quality live and recorded music • Listen attentively to an increasing range of music genres • Express their opinions about a range of live and recorded music • Describes music using musical vocabulary including pitch, tempo and dynamics • Explain whether music is high/low, fast/slow or loud/quiet using appropriate terms • Identify expressive features such as dynamics, tempo, timbre and explain how they affect the mood • Compare expressive qualities between two pieces (e.g. this one sounds calmer because it is slower)

Composing	Begin to explore and create sounds through sensory play, simple imitation and early cause-and-effect discoveries • Explore sound with expressive intention (soft strokes on a drum when hearing quiet music, fast tapping when excited) • Use contrasting movements or vocalisations to express changes (e.g. long vs short, fast vs slow) • Experiments with cause-and-effect • Repeats actions that create interesting sounds (e.g. shaking, tapping, dropping objects) • Begins to imitate simple rhythmic actions • Starts to create spontaneous repetitive sound patterns • Explores gliding vocal sounds (e.g. siren like ups and downs)	Experiment with simple instruments and respond to a suggested beat • Create rhythmic sounds and movements • Create sounds in a variety of way e.g. rubbing, shaking, tapping, striking or blowing, including household objects and musical instruments • Create simple patterns to represent feelings (fast tapping for excitement) • Show an interest in the way sounds are made e.g. fast, loud, quiet • Invent own simple music using any equipment	Experiment with, create and select sounds for a purpose • Create simple repeated rhythms • Make music in a range of ways • Play instruments with increasing control • Select instruments and sounds to suit a purpose (eg quiet instruments for a lullaby, loud drums for rock music) • Select and organise sounds to portray a mood • Create simple expressive patterns using variation – e.g. loud-quiet, fast- slow	Experiment with, create, select and combine sounds using the interrelated dimensions (pitch, duration, dynamics, tempo, timbre) of music • Experiment with pitch (high, low) • Experiment with dynamics (quiet, loud) • Experiment with tempo (fast, slow) • Experiment with timbre (mellow, harsh) • Experiment with combining sounds to select the appropriate dimensions for a specific purpose (eg quiet, slow, mellow) • Combine musical elements intentionally to express a mood or story (e.g. fast drums + high bells for a “chase”) • Show control over expressive elements (crescendo, contrasting sections, timbre choices)
Performing	Begin to participate in simple musical play using voice, body and instruments to imitate, express and explore • Join in with simple expressive actions (big/small, fast/slow) • Attempt expressive vocal play, changing their voice to sound “high”, “low”, “loud” or “quiet”	Begin to play and share a wide variety of music and songs • Join in with familiar action songs • Participate in call and response songs • Play simple instruments and responds to a suggested beat	Explores and engages in music making, performing solo or in groups • Remember and perform parts of familiar songs mostly in time • Play a range of instruments with increasing control and intention	To perform songs or compositions to an audience • Begin to play a range of instruments musically • Sing with relative pitch accuracy • Combine voices/instruments and movements/ actions to perform a chant or song • Use dynamic variation (loud/soft) and simple

	• Produces spontaneous singing or melodic vocalisations during play • Joins in with parts of familiar songs • Moves rhythmically even if not yet in time (e.g. bouncing, tapping feet) • Attempts to clap or tap along to a simple beat • Imitates simple musical actions led by an adult • Shows preference for certain instruments and returns to them immediately	• Experiment with different body movements in response to music • Explore an increasing range of music genres • Use their voice expressively (soft for lullabies, strong for marching songs)	• Match pitch for short phrases • Sing with a group or on their own • Begin to build a collection of songs and dances • Sing with some control of pitch and expressive dynamics • Perform simple songs with expressive gestures, dynamics or tempo adjustments	expressive shaping (getting faster, pausing) when performing • Add expressive interpretation to songs – clear phrasing, deliberate emphasis, characterisation
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D.T. Skills and Knowledge Progression

Strands	Developing Curriculum	Broadening Curriculum	Blended 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
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) - Explore using different sensory based materials, e.g. clay and dough	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 and utensils to construct a model for a purpose - Join materials using techniques such as folding, slotting and weaving

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
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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
Preparing dishes	Explore cooking tools and foods through play and adult-led tasters. - Explore using a range of cooking tools through play e.g. scooping, spooning, mixing, pressing with cutters) - Engage in play-based activities, e.g. role play, to explore cooking skills - Explore a range of foods through sensory play	Engage in cooking activities using a range of cooking equipment, skills and foods. - Explore holding real tools - Use tools for simple actions (scooping, spreading, stirring) - Follow one-step visual instructions - Copy and practise early cooking skills in guided play - Explore, identify and handle animal-based and plant-based foods safely	Use basic cooking skills and equipment to create a range of foods - Understand what a range of basic cooking equipment is used for (detailed below) - Use basic cooking skills (detailed below) - Talk about foods coming from different places (e.g. farm, garden, shop, market) and explore simple cultural variations in foods through tasting activities - Begin to experiment with measuring ingredients using a jug or simple balance scales, focusing on filling to a line or adding small amounts - Cut very soft foods using a table knife of safe holds (bridge/claw) and close supervision	Use the basic principles of a healthy and varied diet to prepare dishes. - Name and use a basic range of cooking equipment and explain what it does (detailed below) - Begin to name and use a range of basic cooking skills - Cut soft/medium foods with a vegetable knife using bridge / claw hold
Food processing	Explore where food comes from through sensory experiences and early play - Experience growing some simple foods e.g. cress - Begin to identify some basic foods through play	Begin to understand that food comes from plants and animals and that some foods need simple changes before they are eaten Identify food which comes from plants vs animals	Understand that foods go through simple steps before eating or cooking and begin to describe why these changes happen Explain that some foods need simple changes before eating (e.g. washed, peeled,	Understand where food comes from. Understand that all food comes from plants or animals – give examples of foods that come from animals / plants

	- Handle raw foods (e.g. fruits and vegetables) under supervision, e.g. touch, smell, wash, taste - Begin to match whole foods to pictures of the same foods	- Name simple sources for food (e.g. farm, garden, shop) using pictures or real items - Begin to recognise that food can look different when prepared in different ways, e.g. peeled or cut	chopped, cooked) using real examples during cooking Observe how heat changes food through adult-guided activities – e.g. melted, softened, changed colour	- Identify whether plant-based foods grow above ground or below ground - Give basic examples of how food is changed from farm to fork to make it safe to eat - Give examples of food which are produced within the UK - Begin to understand seasonality and that some food is best at certain times of the year
Food hygiene	Participate in adult-led hygiene routines such as handwashing, safe sitting and basic cleaning through play and guided practice - Begin to follow adult-led handwashing routines - Follow adult-led supervised routines to sit whilst eating - Engage in play-based washing activities	Begin to follow simple hygiene routines with support, including washing hands before cooking and helping to tidy cooking spaces - Begin to follow a simple visual routine 'get ready to cook' routines (wash hands, roll sleeves up, put on apron) - Engage in role-playing activities around washing up and cleaning	Follow a visual routine to get ready to cook and help clean food areas, beginning to explain why hygiene keeps us healthy - Help to clean workspaces after cooking and begin to talk about why this keeps us healthy - Follow a visual routine to get ready for cooking	Understand and follow basic food hygiene rules - Know how get ready to cook – e.g. wash hands, roll up sleeves etc - Explain hygiene steps for before/during / after cooking - Understand and give examples of food which should be kept in the fridge, cupboard or freezer
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	Fork Table knife Rolling pin Scales Measuring jug Chopping board	Vegetable knife Weighing scales Peeler Grater Saucepan Cake tin Sieve

Cooking skills to be taught in each curriculum stream	To be used through play and exploration: Mixing Spooning Pressing cutters Pouring – with support	Mixing Spreading (soft ingredients) Spooning Arranging	Measure using measuring spoons Soft food cutting with table knife Threading soft food into skewers Measuring with jugs / scales Arrange	Peel Snip with scissors Spread evenly over food Grate (soft foods) Shape Cut out with cutters (positioning carefully to avoid wasting ingredients) Crush Juice Sift Cut soft foods with table knife progressing to firmer foods with a vegetable knife using: fork secure, claw grip and bridge hold



The Oak Partnership

Produced by B. Vincent – Curriculum Lead for Selworthy School