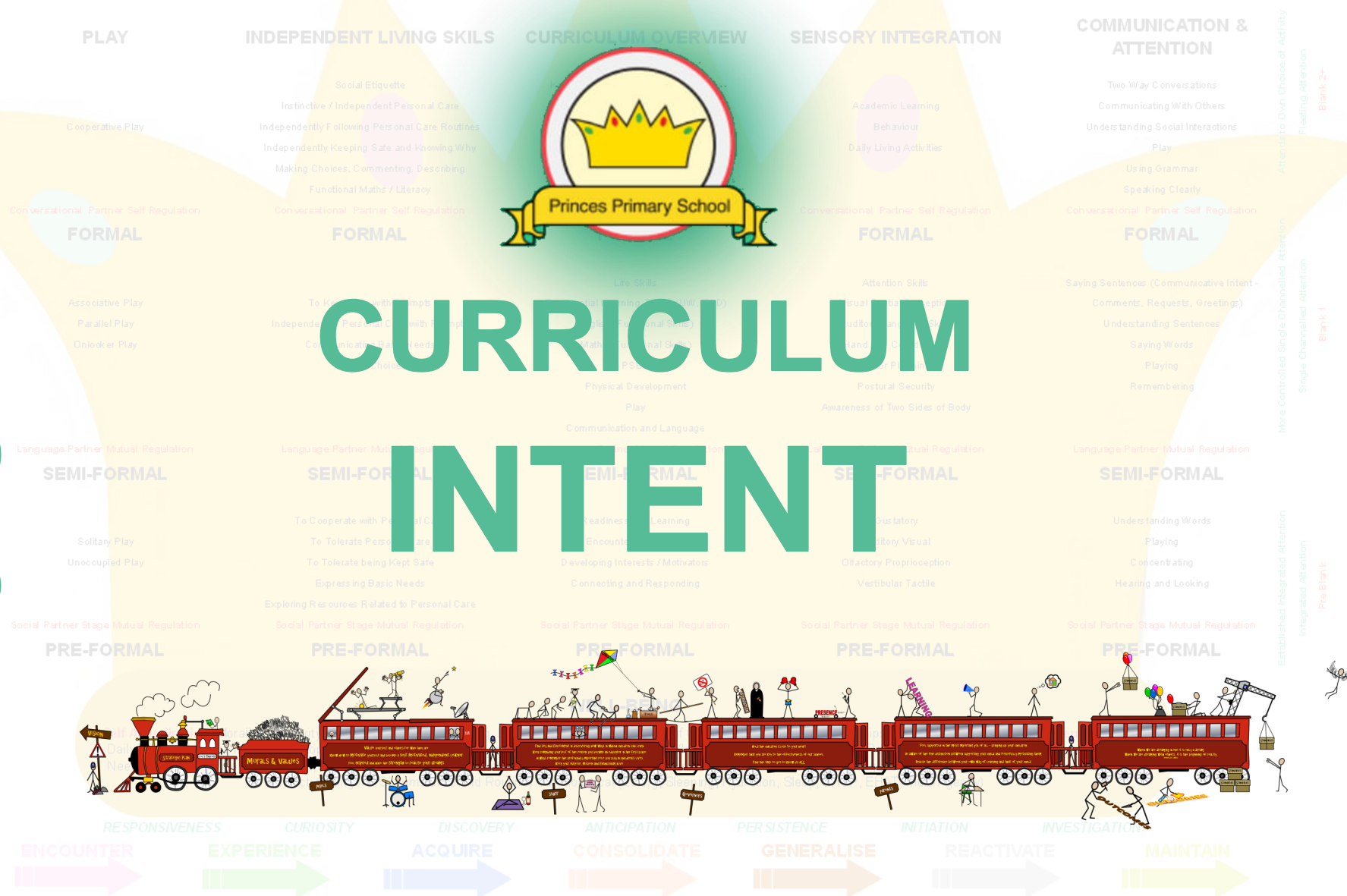


PRINCES PRIMARY



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PRINCES PRIMARY SCHOOL ACQUISITION OF KNOWLEDGE

CREATE Using prior knowledge to create
EVALUATE Opinions and justification
ANALYSE Begin to compare, contrast and examine knowledge
APPLY Demonstrate an understanding of contextual information
UNDERSTAND contextual vocabulary
REMEMBER contextual vocabulary

* Bloom's Taxonomy

Acquisition comprehension and application of more detailed subject specific knowledge
(comparing, contrasting and evaluating)

FORMAL

The application and combination of;
Materials • Resources • Vocabulary • People • Events • Environments
Introduction to basic subject specific knowledge (specific to individual understanding)

SEMI - FORMAL

Exposure to, Understanding of, Discrimination between and Use of;
Materials • Resources • Vocabulary • People • Events • Environments

PRE - FORMAL

(and introduction of new topics at at semi - formal level)

Understanding ideas and concepts

Attends to Own Choice of Activity
Fleeting Attention
Blank 2+

Understanding sentences
(emerging - established)

More Controlled Single Channelled Attention
Single Channelled Attention
Blank 1 - Blank 2

Understanding words

Established Integrated Attention
Integrated Attention
Pre-Blank - Blank 1

WELL-BEING

Self Actualisation (Morality, Creativity, Spontaneity, Problem Solving, Lack of Prejudice, Acceptance of Others, Interpersonal Relationships, Behavioural Regulation) **Esteem** (Attempting Daily Tasks, Making Choices, Developing Confidence, Mutual Love and Respect) **Love / Belonging** (Intensive Interaction, Accessible Resources, Social Relationships, Communicating Needs) **Safety** (Sensory Regulation, Routines, Home-School Consistency, Appropriate Learning Environments, Correct Use of Language, Visuals) **External Factors** (Family Situation, Conflict, Change of Circumstance and Routine) Physiological (Eating, Sleeping, Hydration, Sleep, EHCP, EHAT, Multi-Agency)





The most basic level of need relates to the survival instinct (need for food, shelter, clothing etc.). Then comes the need for safety and security, social needs such as family and other social support systems. Next comes the need for self-actualization, e.g. achieving full potential as a person and thus satisfying self-esteem.

Well-being is a priority at Princes which is supported through close home/school links, including regular contact by phone, dojo and face to face.

All staff work closely with Ellie Jones (Family Liaison Officer) to monitor the well-being of all children and identify any concerns in order to support early interventions before any crisis level is reached.

It is the responsibility of class teams to make referrals to appropriate multi agencies in order to meet the needs of the children.

School policies (including safeguarding and intimate care etc) are reflected in our approach to well-being.



Survival needs: self awareness of basic needs (eating, toileting, tiredness), communicating basic needs e.g. through body language, vocalisations etc, links to sensory integration, co-operation with personal care routines.

Safety and security: building routines, transitions, detachment from home.

Social needs: tolerating presence of others, building relationships with others, SCERTS - mutual regulation.

Self esteem: emerging confidence, joining in with activities, building relationships.

Self actualisation: sensory regulation, accepting boundaries, tolerating others.



Survival needs: communicating basic needs (eating, toileting, tiredness etc), links to sensory integration.

Safety and security: micro and macro transitions, making choices.

Social needs: developing relationships, SCERTS - mutual and self regulation.

Self esteem: making choices, building on confidence, developing relationships, attempting tasks.

Self actualisation: developing confidence (certificates, celebration of work etc), behaviour strategies, making choices, links to British Values and SMSC.



Survival needs: communicating basic needs (eating, toileting, tiredness etc), links to sensory integration.

Safety and security: making choices, class behaviour strategies, anti-bullying, online safety, problem solving.

Social needs: making relationships, social relationships, personal space, privacy, appropriate interactions. SCERTS - self regulation.

Self esteem: confidence (certificates, celebration of work etc), behaviour strategies, ownership of learning (creating own IEPs, self evaluation), pride in work, celebrating others' achievements, golden time.

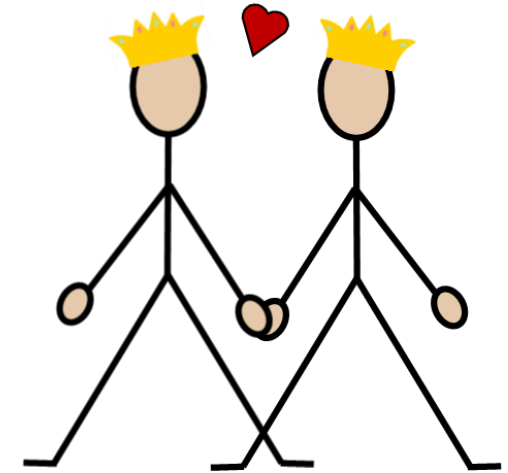
Self actualisation: resilience, self-evaluation, negotiation.



Emotional Regulation will differ depending on level of emotional well being.

This can fluctuate throughout the day and pupil's abilities to communicate may differ depending on level of dysregulation and might regress to a previous pathway and may need to

Links closely to Communication and Language, Sensory Integration PSED and PBS (Positive Behaviour Support).



SCERTS Social Partner Stage- mutual regulation and self regulation

Toleration of adult led strategies (Change of environment or staff or sensory input, specific calming activities e.g. tactile boxes etc).

Adult strategies e.g. reduction of language, reducing demands.



SCERTS Language Partner Stage - mutual regulation and self regulation

Zones of Regulation (pro-active strategies)

Asking for help, help cards, making choices etc

Linked to blank level understanding

Basic Emotions (adults labelling, self labelling and communicating)



SCERTS Conversation Partner Stage - mutual regulation and self regulation

Zones of Regulation (pro-active strategies)

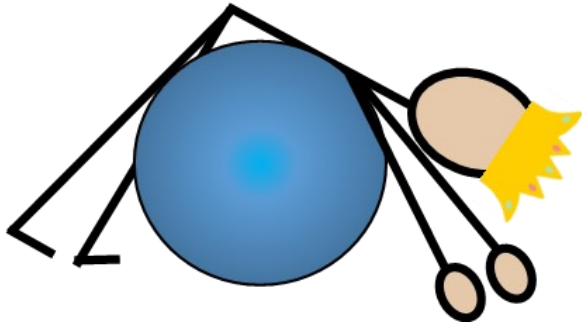
Advanced emotions (labelling, communicating and recognizing in others)

Break cards

Making choices

Conflict Resolution

Understanding consequences and resolving differences



To include environmental awareness e.g. displays, lighting, perfume, clothing etc, awareness of language use, awareness of noise and volume, access to appropriate activities e.g. calming and alerting activities including sensory equipment, appropriate targets linked to EHCP.



Sensory observations and profiles (gustatory, auditory, visual, olfactory, proprioception, vestibular, interoception)

Experiential opportunities to regularly develop the senses daily including sensory integration space and appropriate activities

Building tolerance and decrease aversion to sensory input through exposure.

SCERTS Mutual Regulation.

Physical Development (gross motor and fine motor skills).

Eating programmes.

Also see play, communication and attention.

Sensory profiles and appropriate regular activities throughout the day.

Beginning to manage own needs with support from adult - SCERTS: Mutual Regulation.

Eating programmes.

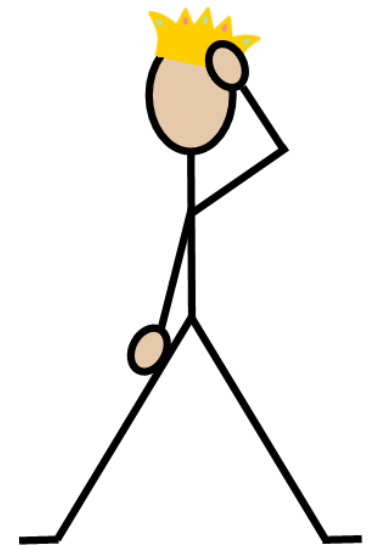
Physical Development (gross and fine motor skills).

Sensory profiles and appropriate alerting and calming activities throughout the day (part of the routine) and appropriate to the situation.

Managing own sensory needs - SCERTS: Self Regulation e.g. break cards, emotional regulation board, movement breaks.

Ongoing teacher assessment to inform sensory activities and link to sensory profiles.





Low stim environment.

Engagement for learning profile: Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation, Investigation.

Intensive interaction Stages 1-4: Encounter, Awareness, Attention and Response, Engagement.



SCERTS Social Partner Stage (JA: Engages in reciprocal interaction, shares attention, shares intentions for social interaction, shares intentions for joint attention, persists and repairs communication breakdowns).

Attention Autism stages 1-3: The bucket, attention builder, turn taking games.

Play: Noticing stimuli, responding consistently, responding to a range of stimuli, sensorimotor play (receiving sensory messages and producing a response). Plays with one stimulus or toy to a range of stimulus or toys. Usually plays alone for brief periods – sustained periods. Engages in play briefly to sustained periods.

Low stim environment, introduction to clearly defined areas of the classroom.

Engagement for learning profile: Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation, Investigation.

Intensive interaction Stages 4-7: Engagement, Participation, Involvement, Student initiated interactions.



SCERTS Social Partner and Language Partner stage (JA: Engages in reciprocal interaction, shares attention, shares intentions for social interaction, shares intentions for joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction).

Attention Autism stages 1-3: bucket, attention builders, turn taking.



ATTENTION

Clearly defined areas of the classroom, interactive and purposeful displays.

Engagement for learning profile: Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation, Investigation.

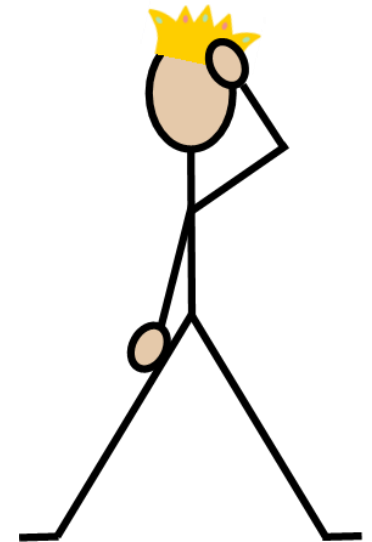
Intensive Interaction stage 7 occurs naturally through play, student initiated interaction.

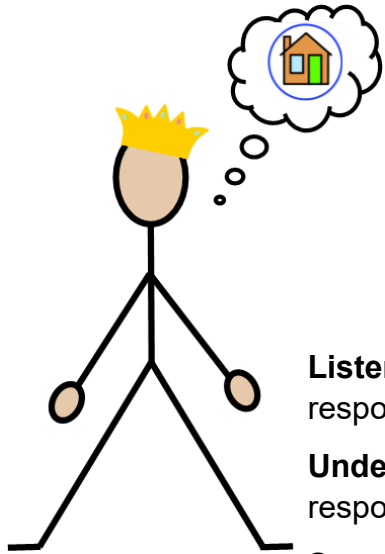


FORMAL

SCERTS Language partner / conversational partner stage (JA: Shares attention, shares intentions for a variety of purposes, shares experiences in reciprocal interaction, persists and repairs communication breakdowns, appropriate interactions, initiating interactions).

Attention Autism 1-4: bucket, attention builders, turn taking, independent work.





Listening and Attention: expresses awareness of immediate environment, focusing on objects/activities, actively responding, reacting, approaching new activities, engaging with objects/activities.

Understanding: awareness of familiar people, self or objects, starts to understand familiar gestures or contextual clues, respond to single key word instructions.

Speaking: expresses awareness of immediate environment and people, observes others, communicates needs and feelings in a variety of ways e.g. crying, babbling, developing speech sounds, using sounds in play, using single words/simple expressions.

Intensive interaction Stages 1-4: Encounter, Awareness, Attention and Response, Engagement.

Blank Level: exposure / working towards to Blank Level 1 - Naming things (through play, experiential learning etc).

SCERTS (Social Partner Stage):

- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns.
- Symbol Use: learns by imitation of familiar actions and sounds, understands non verbal cues and familiar activities, uses familiar objects conventionally in play, uses gestures and non verbal means to share intentions, uses vocalisations to share intentions, understands a few familiar words.

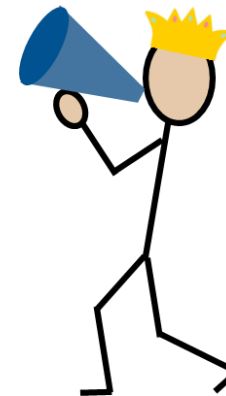
Attention: attends to own and adult led activity, develop fleeting attention (Attention Autism stages 1-3: The bucket, attention builders, turn taking games).

PECS: (finding motivators, Phase 1 and Phase 2) - how to communicate, distance and persistence.

Transitional Support: objects of reference (timetable), photographs of environment (timetable) micro and macro transition (transitions within class and around school), photographs around school, structure of room, audio cues, environmental cues, now prompts, now and next prompts, introduction to countdown strips, finishing activities.

Early key words: functional and individual to children (include Makaton signing as appropriate).





Listening and Attention: see reading intent.

Understanding: wider range of vocabulary e.g. colour and size, respond to simple sentence instructions, respond to two step instructions.

Speaking: combining two words, expanding vocabulary, using more complex sentences, beginning to ask simple questions, beginning to talk about objects and people that are not present, using language to share feelings, experiences and thoughts, beginning to converse on topics fleetingly.

Intensive interaction Stages 4-7: Engagement, Participation, Involvement, Student initiated interaction.

Blank Level: Consolidating Blank Level 1 and exposure to Blank Level 2 language - naming, describing things and function of objects.



SCERTS (Social Partner and Language Partner Stage):

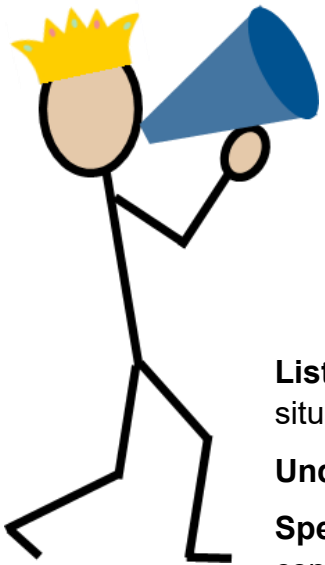
- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction.
- Symbol Use: learns by observation and imitation of familiar and unfamiliar actions and words, understands non-verbal cues in familiar and unfamiliar activities, uses familiar objects conventionally in play, uses gestures and non-verbal means to share intentions, uses words and word combinations to express meanings, understands a variety of words and word combinations without contextual cues.

Attention: Attends to own and adult led activity, more controlled single channelled attention (Attention Autism stages 1-3: The bucket, attention builders, turn taking games).

PECS: (Phases 2-4) - distance and persistence, discrimination, sentence structures.

Transitional Support: routines, micro and macro transitions (photos and symbols), now prompts, now and next prompts.

Key words: Modelling language at appropriate level (one word level, model two words etc, Makaton – introduction to a wider vocabulary based on children's interests, songs, rhymes and play etc.



Listening and Attention: maintain attention, two channelled attention (listen and do for a short span), listen in a range of situations.

Understanding: developing sense of humour, ability to follow story without pictures or props.

Speaking: explaining, anticipation, recall, questioning, using a range of tenses, using intonation and rhythm, clarify and connect thoughts and events, showing awareness of listeners needs.

Intensive Interaction Stage 7: occurs naturally through play, student initiated interaction.

Blank Level: working on Blank Level 2+ i.e. describing, re-telling and justifying.

SCERTS (Language Partner and Conversational Partner Stage):



- Joint Attention: shares attention, shares intentions for a variety of purposes, shares experiences in reciprocal interaction, persists and repairs communication breakdowns.
- Symbol Use: learns by imitation, observation, instruction and collaboration, understands non-verbal cues and non-literal meanings in reciprocal interactions, participates conventionally in dramatic play and recreation, uses appropriate gestures and non-verbal behaviour for the context, understands and uses generative language to express meanings, follows rules of conversation, grammar and syntax, two-way conversations.

Attention: attends to own and adult led activity, integrated attention and established integrated attention (Attention Autism stages 1-4: The bucket, attention builders, turn taking games and independent work).

PECS: (Phases 4+) - sentence structure, attributes and language expansion, responsive requesting and commenting.

Transitional Support: part day timetable, full day timetable, personalised or group timetables (symbols).

Sentence Structures: wide range of vocabulary, more complex sentence levels, Makaton (word combinations), colourful semantics and shape coding, Lego Therapy©.



Spoken language (NC): Statutory Requirements (Years 1 - 6)

Listen and respond appropriately to adults and peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build vocabulary.

Articulate and justify answers, arguments and opinions.

Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

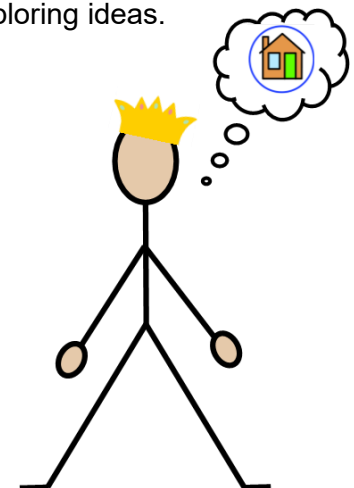
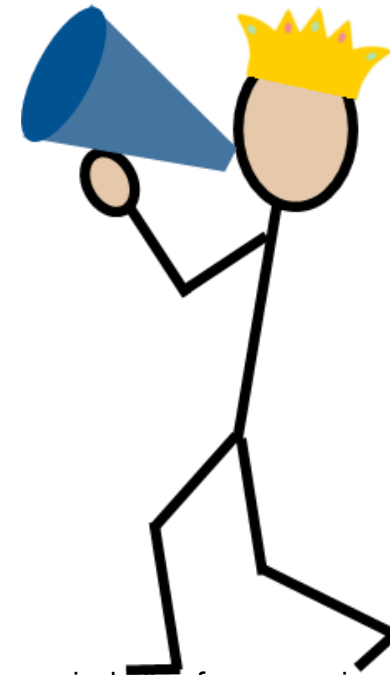
Speak audibly and fluently with an increasing demand of standard English.

Participate in discussions, presentations, performances, role play, improvisations, and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contribution of others.

Select and use appropriate registers for effective communication.





Building Relationships: tolerating presence of others, gaining attention, showing interest in activities of others, responding differently to others (Intensive Interaction).

Self Confidence and Self Awareness: exploration of objects and people, sensory awareness, expressing likes, dislikes, strengths, interests and emotions through gesture, body language, facial expression, 'voice', demonstrating effect of own actions, developing awareness of routines, recognising familiar resources, exploring new environments.

Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expressing a range of emotions, response to assistance offered by partners, requesting partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self Regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal levels during familiar activities, regulates emotions during new and changing situations, recovers from extreme dysregulation by self.

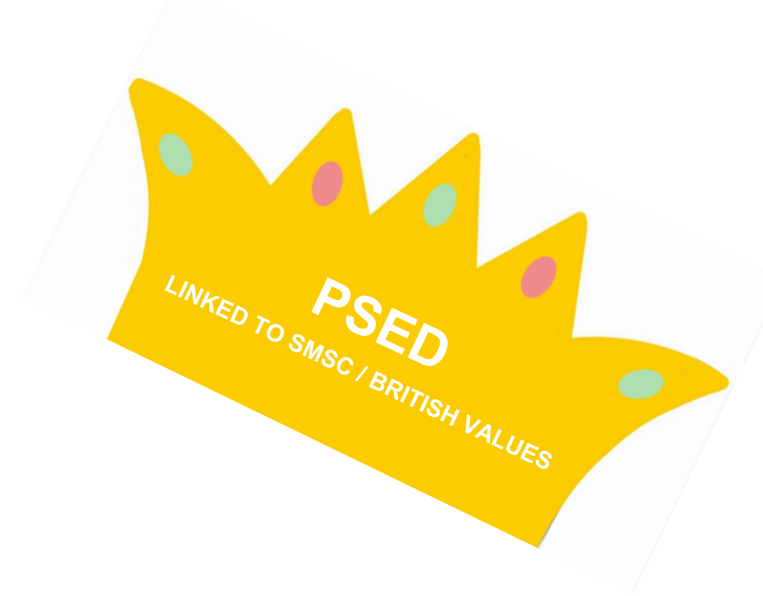


Independent Living Skills: self awareness of needs (eating, toileting etc), accepting care routines, toleration of care routines, co-operation of care routines (including personal care routines and keeping safe).

Sensory Exploration: everyday objects linking to personal independence e.g. toothpaste, real food play including healthy foods and environment e.g. opportunities to engage in regular movement activities.

Sensory Integration: mutual regulation and sensory processing strategies individual to each child (see sensory plan if appropriate).

Readiness for Learning: detachment from home, micro and macro transitions, accepting some boundaries, re-establish relationships and/or skills after breaks in school e.g. weekends, holidays, illness etc, exploring environments.



Developing Relationships: initiating interactions including conversations, demonstrating friendly behaviour, starting to share, recognising emotions in others, beginning to show affection and concern.

Self Confidence and Self Awareness: confidence in asking for help, expresses likes, dislikes strengths and interests, responding to positives (e.g. certificates, celebration of work, assembly etc), making choices.

Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expresses a range of emotions, response to assistance offered by partners, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self Regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal level during familiar activities, uses language strategies to regulate arousal level during familiar activities, regulates emotion during new and changing situations, recovers from extreme dysregulation by self.



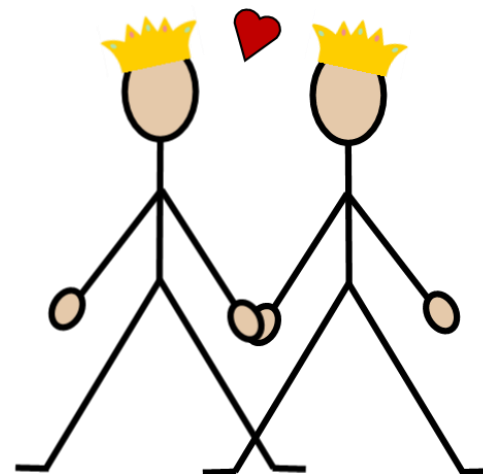
Independent Living Skills: responding to instructions, visuals etc on personal care, responding to prompts to keep safe, opportunities to explore healthy food options and regular movement opportunities.

Sensory Integration: mutual regulation and sensory processing strategies individual to each child (see sensory plan if appropriate).

Readiness for Learning / Behaviour for Learning: micro and macro transitions, accepting and cooperating with a wider a range of boundaries, tolerates delay in needs being met, re-establish relationships and/or skills after breaks in school e.g. holidays, illness etc, introduction of behaviour strategies to support motivation to learn e.g. immediate rewards - working for cards, now and next etc, one to one and introduction of small group work.



The majority of PSHE lessons (at a formal level) will be discrete and will be taught in context based on individual need and situations which arise within their environment.



Making Relationships: resolving conflict, finding compromises, negotiation, solving problems, asking appropriate questions of others, explaining own knowledge and understanding, caring about others, personal space, privacy, appropriate interactions and social relationships.

Self Confidence and Self Awareness: expressing graded likes and dislikes and awareness of own strengths and interests, self evaluation, pride in own work, certificates, assemblies etc, celebrating achievement of others, self-assessment, contributing to own learning, writing own IEPs.

Managing Feelings and Behaviour:

- SCERTS - Mutual Regulation: expresses range of emotions, responds to assistance offered by partners, responds to feedback and guidance regarding behaviour, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self Regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate levels of arousal during familiar activities, uses language strategies to regulate arousal level during familiar activities, uses metacognitive strategies to regulate arousal level during familiar activities, regulate emotion during new and changing situations, recovers from extreme dysregulation by self, recognising how others feel and affects personal choices and behaviour



Independent Living Skills: independence in personal care and keeping self safe, recognising changes in self and others.

Sensory Integration: mutual and self-regulation and sensory processing strategies individual to each child (see sensory plan if appropriate).

Behaviour for Learning: following class routines, rules, consequence and reward, delayed gratification of rewards e.g. working towards an aim at the end of the day, week or term etc, working for cards, praise, reward charts etc, ownership of own learning, responsibility for carrying out tasks, choosing own resources, trying new activities, talk about their ideas, say when they need help, small and larger group work, working collaboratively with others, resilience - getting things wrong and trying again.



From Relationships Education and Health Education Statutory Guidance:

Families and people who care for me:

- Families are important for children growing up because they can give love, security and stability.
- Characteristics of a healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together, sharing each other's lives.
- That others families, either in school or the wider world sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships which may be of different types are at the heart of happy families and are important for children's security when they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.



Caring friendships:

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel happy or



Respectful relationships:

- The importance of respecting others even when they are very different from them e.g. physically, in character, personality, background, make different choices, have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The convention of courtesy and manners.
- The importance of self respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority.
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities as a bystander (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.



Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.



Being safe:

- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adults.
- How to ask for advice or help for themselves or others and to keep trying until they are heard.
- How to report concerns or abuse and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.





Mental wellbeing:

- Mental wellbeing is a normal part of daily life in the same way as physical health.
- There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Simple self care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can effect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising some of the triggers for seeking support), whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions including issues arising online.
- It is common for people to experience mental ill health; for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.





Internet safety and harms:

- For most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing the amount of time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online, on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (including that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.



Physical health and fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support, including which adults to speak to in school if they are worried about their health.



Healthy eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating e.g. obesity and tooth decay and other behaviours e.g. the impact of alcohol on diet and health.

Drugs, alcohol and tobacco:

- The facts about legal and illegal harmful substances and associated risks.

Health and prevention:

- How to recognise early signs of physical illness such as weight loss or unexplained changes to the body.
- Safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient, good quality sleep for good health and that a lack of sleep can effect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.



Basic first aid:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid e.g. dealing with common injuries including head injuries.

Changing adolescent body:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including key facts about the menstrual cycle.



Life skills link closely to PSED and should be taught as part of the curriculum and should not be discrete lessons but rather at appropriate times during the routine of the day.

Life Skills to include:

Health and Self Care (EYFS document) - personal care (eating and drinking, toileting, dressing/ undressing, personal hygiene) and keeping ourselves safe (road safety, safety in the environment).

Maths (EYFS document) - shopping and money.

Communication and Language / PSHE (EYFS document) - leisure (preferred activities, community visits, waiting, sharing, turn taking etc).

Use Independent Living Skills booklet if appropriate to support the progression of life skills into smaller steps in order to meet the developmental milestones of the EYFS.



Personal Care: accepting care routines, expressing basic needs e.g. crying for hunger, awareness of basic needs, anticipation of daily routines, beginning to actively co-operate with care routines, actively co-operating with care routines, beginning to communicate some needs eg through gesture, vocalizations, body language.

Keeping Safe: toleration of keeping safe, accepting some boundaries, co-operation of prompts to keep safe.



Personal Care: responding to simple familiar instructions including visuals, responding to daily routines, beginning to communicate basic needs with support, exhibits some independence with life skills.

Keeping Safe: responds to prompts to keep self safe.



Personal Care: communicates needs, understands more complex instructions relating to life skills, exhibits independence with personal care skills, shows an understanding of good practices regarding health, hygiene and life skills.

Keeping Safe: beginning to recognise danger, making choices to keep self safe, knows the importance of good health.

Social Interactions: beginning to follow social norms and etiquette.



We recognise that all children learn in different ways and they will be provided the opportunity to explore a range of strategies to support reading (including phonics and sight words etc) but not all strategies will suit all pupils and therefore reading development will be bespoke to each child.

Formal reading will not be appropriate for all, but a clear continuum of skills development within a reading curriculum provides opportunities for development and progression.

There should be regular opportunities for reading for pleasure.

Reading Comprehension must be linked to Blank Level understanding and this should inform target setting and planning of activities.



Auditory and Visual Skills: tolerating activities and objects with an auditory element; Intensive Interaction, awareness of self, recognition of self, exploration of objects, identifying familiar sounds, pre blank level 1 and blank level 1 vocabulary



Concepts of print and reading behaviours: showing interest in books and printed materials, exploration of books and printed materials, exploration of environmental print, awareness of sensory story props, listen to stories, nursery rhymes or songs with fleeting attention.



Concepts of print, reading behaviours, auditory and visual skills: Listening to a range of stories, rhymes, poems, fiction and non fiction (one to one and small group), matching object to object and object to photo, matching photo to symbol, recognising symbols, discriminating between symbols, matching words, recognising and showing interest in environmental print, developing favourite stories, rhymes etc, joining in with familiar stories, anticipation, showing interest in illustrations, recognising familiar words and signs, responding to blank level 2 questions about a text, recall of familiar story (emerging blank level three), knows that information can be relayed in the form of print, handles and uses books appropriately, reading for pleasure, copying, matching and joining in with a variety of everyday sounds, alliteration, rhyme, phonemes and graphemes.



READING



Pre Key Stage Standards

Language Comprehension - Standard 1

In a familiar story/rhyme the pupil can when being read to by an adult (one to one or in a small group):

- Indicate correctly pictures of characters and objects in response to questions in response to questions such as where is (link to Blank Level 1).
- Show anticipation about what is going to happen e.g. by turning the page.
- Join in with some actions or repeat some words, rhymes and phrases when prompted.

Language Comprehension - Standard 2

In a familiar story/rhyme the pupil can when being read to by an adult (one to one or in a small group):

- Demonstrate understanding e.g. by answering questions, such as where is he/she/it?, what is this?, who is this?, what is she/he doing? (Blank Level 1/2).
- Join in with predictable phrases or refrains.

Language Comprehension - Standard 3

In a familiar story/rhyme the pupil can when being read to by an adult (one to one or in a small group):

- Respond to questions which require simple recall (Blank Level 2/3).
- Recounts a short sequence of events e.g. by sequencing images or manipulating objects (Blank Level 3).



FORMAL

Language Comprehension - Standard 4

In a familiar story/rhyme the pupil can when being read to by an adult (one to one or in a small group):

- Talk about events in the story and links to their own experiences.
- Retell some of the story (Blank Level 3).

Language Comprehension - Standard 5 (Key Stage 2 only)

In a familiar book that is read to them, the pupil can:

- Answer questions in discussion with the teacher and make simple inferences.

Language Comprehension - Standard 6 (Key Stage 2 only)

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them, correcting any inaccurate reading.
- Answer questions and make some inferences.
- Explain what has happened so far in what they have read.



Word Reading - Standard 2

- Say a single sound for 10+ graphemes.
- Read words by blending sounds with known graphemes with help from the teacher.

Word Reading - Standard 3

- Say a single sounds for 20+ graphemes.
- Read accurately by blending the sounds in words with two and three known graphemes.

Word Reading - Standard 4

- Say a single sound for 40+ graphemes including one grapheme for each of the 40+ phonemes (See English Appendix One of the National Curriculum for example words).
- Read accurately by blending the sounds in words with up to five known graphemes.
- Reads some common exception words (See English Appendix One of the National Curriculum for example words).
- Read aloud books that are consistent with their phonic knowledge without guessing words from the pictures or the context of the sentence.





Standard 5 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

Standard 6 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

Teacher Assessment Frameworks End of Key Stage 1

Working towards expected standards

Pupils can:

- Read accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes (See English Appendix One of the National Curriculum for example words).
- Read accurately some words of two or more syllables that contain the same grapheme-phonemes correspondence (GPCs) (See English appendix one of the National Curriculum for example words).
- Read many common exception words.

In a book closely matched to the GPCs as above the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- Answer questions in discussion with the teacher and make simple inferences.
- Explain what has happened so far in what they have read.





READING

Working at expected standards

Pupils can:

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes (See English Appendix One of the National Curriculum for example words).
- Read most common exception words (See English Appendix One of the National Curriculum for example words).

In age appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately without undue hesitation.

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them correcting any inaccurate reading.
- Answer questions and make some inferences.



Working at greater depth than the expected standards

In a book they are reading independently, the pupil can:

- Make inferences.
- Make a plausible predication about what may happen based on what has been read so far.
- Make links between the book they are reading and other books they have read.



National Curriculum Key Stage 1

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non fiction at a level beyond that, at which they can read independently.
 - Being encouraged to link what they read or hear to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems and to recite some by heart.
 - Discussing word meanings linking new meanings to those already known.
- Understand both the book they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correcting inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them taking turns and listening to what others say.



PHONICS

PRE-FORMAL

Tolerating and reacting to familiar routines, music, people, Intensive Interaction, developing listening skills, exploration, awareness of a variety of familiar sounds, copying rhythms and actions, engaging with familiar rhymes and action songs.

PHASE 1: Aspect 1 (environmental sounds), Aspect 2 (instrumental sounds), Aspect 3 (body percussion)

SEMI-FORMAL

Listening, identifying comparing; discriminating, joining in, beginning to segment familiar words, recognizing words which begin with the same sound, initial sounds

PHASE 1: Aspect 4 (rhythm and rhyme), Aspect 5 (Alliteration), Aspect 6 & 7 (oral blending and segmenting)

PHASE 2: Phoneme Identification Set 1-5, blending and segmenting, High Frequency words (see tracking framework for specifics)

PHASE 3: Set 6 & 7, Consonant and vowel digraphs and trigraphs, blending and segmenting, high frequency words (see tracking framework for specifics)

FORMAL

Decoding words using phonemes (sentence level and text level), increasing fluency

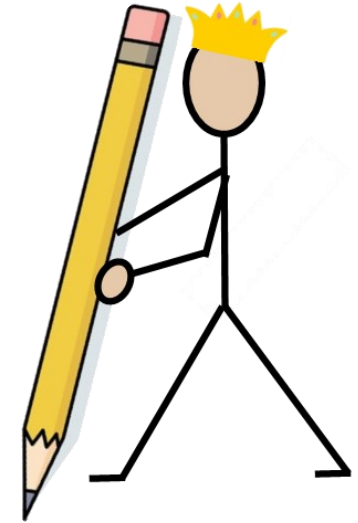
PHASE 4: digraphs, split phonemes, multi-syllabic words, high frequency words



WRITING

Developing writing skills - encourage appropriate positions at a table and appropriate grasps of writing implements e.g. palmer grasp or pincer grasp.

However if a child is able to write functionally it does not matter what particular grasp they are using if there is no detrimental effect. Only work on grasp if they are struggling with discomfort or control and maybe look into appropriate resources to support grasp.



PRE-FORMAL

- **Pre-writing:** Shows awareness and responds to sensory media, tolerates sensory media, co-actively exploring, making random marks using body, awareness that movements can make marks exploring independently (fleeting to more sustained attention), demonstrating reflex actions, awareness of space and objects around them.
- **Gross motor skills:** develop gross motor skills - large scale movements, opportunities for mark making tools, making random marks in a variety of media, links to sensory integration and physical development, actively co-operate in positioning, demonstrating awareness of physical self and whole body movements, developing ability to control movements including singular and sequences of movements, making connections between movements and marks they make, control of objects e.g. holding large objects, pouring, moving etc.
- **Fine motor skills:** opportunities for mark making tools, making random marks in a variety of media, links to physical development, making connections between movements and marks they make.

SEMI-FORMAL

- **Writing Skills:** attribute meaning to marks including their own e.g. marks alongside a picture, distinguishing between marks, creating purposeful marks, making marks related to own name, writing for a variety of reasons, dominant hand preferences, overwrites straight lines, shapes, patterns and letters, beginning to copy write some important letters appropriately with a visual prompt.
- **Gross motor skills:** developing hand eye co-ordination, showing control in hand eye co-ordination activities.
- **Fine motor skills:** showing control in hand eye co-ordination activities, developing fine motor skills e.g. threading, dough disco etc, making marks within specific areas, developing pincer grasp, hold writing tools, one handed tools and equipment, effect changes to materials using simple tools, handling tools safely and with increasing control, develop co-ordination, develop dexterity.

Pre Key Stage 1 Standards

Composition - Standard 1

The pupil can:

- Say an appropriate word to complete a sentence when the adult pauses e.g. we're going to the zoo/beach/park.

Composition - Standard 2

The pupil can:

- Say a clause to complete a sentence that is said aloud e.g. when we went to the beach today we ate ice cream / I played in the sand / it was hot.

Composition - Standard 3

The pupil can:

- Make up their own phrases or short sentences to express their thoughts aloud about stories or experiences.
- Write a caption or short phrase using the graphemes they already know.

Composition - Standard 4

The pupil can:

- Make up their own sentences and say them aloud, after discussion with the teacher.
- Write down one of the sentences they have rehearsed.

Transcription - Standard 1

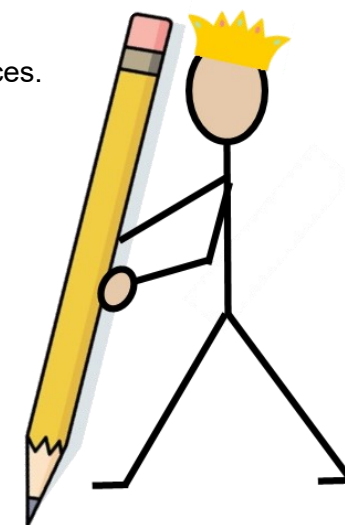
The pupil can:

- Draw lines or shapes on a small or large scale e.g. on paper, or in the air or in the sand.

Transcription - Standard 2

The pupil can:

- Form correctly most of the 10+ lower case letters in Standard 2 of English language comprehension and reading.
- Identify or write these 10+ graphemes on hearing corresponding phonemes.





Transcription - Standard 3

The pupil can:

- Form correctly most of the 20+ lower case letters in Standard 3 of English language comprehension and reading.
- Identify or write these 20+ graphemes on hearing corresponding phonemes.
- Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes e.g. in, cat, pot.

Transcription - Standard 4

The pupil can:

- Form most lower case letters correctly.
- Identify or write the 40+ graphemes in Standard 4 of English comprehension and reading on hearing the corresponding phonemes.
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs e.g. frog, hand, see, chop, storm or splash.
- Spell a few common exception words e.g. I, the, he, said, of.



Standard 5 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

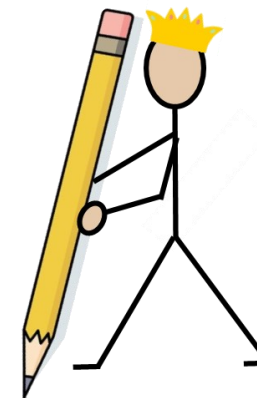
Standard 6 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

Teacher Assessment Frameworks End of Key Stage 1

Working towards expected standards

Pupils can, after discussion with the teacher:

- Write sentences that are sequences to form a short narrative (real or fictional).
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.
- Spell some common exception words.
- Form lower case letters in the correct direction, starting and finishing in the correct place.
- Form lower case letters of the correct size relative to one another in some of their writing.
- Use spacing between words.





WRITING

Working at expected standards

Pupils can, after discussion with the teacher:

- Write simple coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters, full stops and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination e.g. or/and/but and some subordination e.g. when/if/that/because to join clauses.
- Segment spoken words into phonemes and represent these by graphemes spelling many of these words correctly and making phonetically plausible attempts at others.
- Spell many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between the words that reflects the size of the letters.

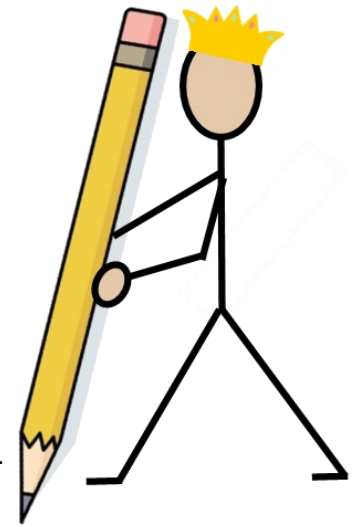


FORMAL

Working at greater depth than the expected standards

Pupils can, after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Make simple additions, revisions and proof reading their corrections to their own writing.
- Use the punctuation taught at Key Stage 1 mostly correctly.





WRITING

- Spell most common exception words.
- Add suffixes to spell most words correctly in their writing.
- Use the diagonal and horizontal strokes to join some letters.

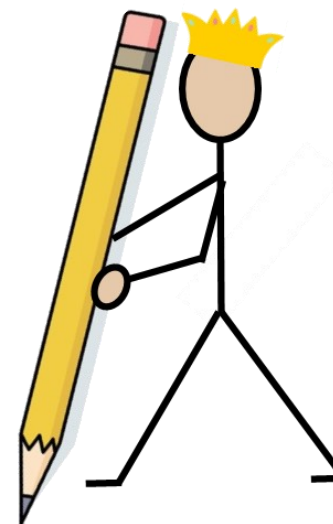
National Curriculum Key Stage 1

Pupils should be taught to

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s, -es as the plural marker for nouns and the third person singular for verbs.
 - Using the prefix -un, and suffix -ing, -ed, -er and -est where no change is needed in the change of route words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



FORMAL



Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting families.

Composition

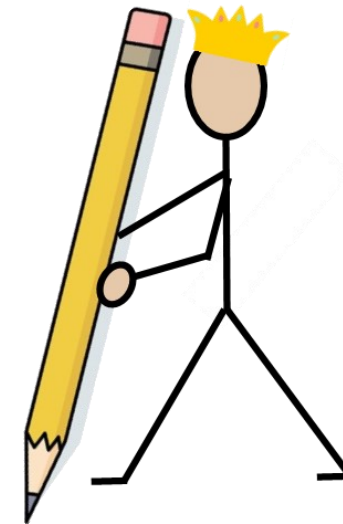
Pupils should be taught to

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or with other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing, Vocabulary and Punctuation

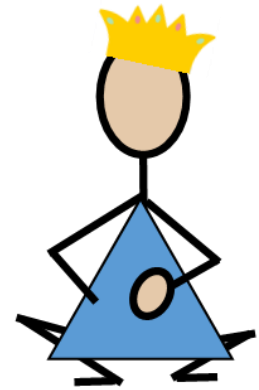
Pupils should be taught to

- Develop their understanding of concepts by:
 - Leaving spaces between words.
 - Joining words and joining clauses using and.
 - Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, days of the week and personal pronoun I.
- Use appropriate grammar.
- Use grammatical terminology in discussing their writing.





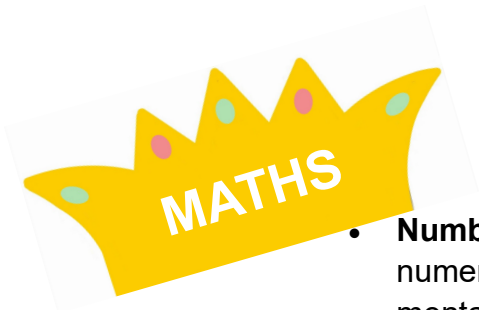
MATHS



PRE-FORMAL

- **Number:** experiencing number (visual, auditory and tactile experiences), toleration, actively participation, reaction to change relating to number, experience number names including environmental numerals, showing an interest in numerals including environmental numerals, adult modelling of number names.
- **Shape, Space and Measure:** experiencing shape (visual, auditory and tactile experiences), toleration, actively participation, reaction to change relating to shape, experiencing size, experiencing objects in relation to each other e.g. stacking, banging objects together, filling and emptying containers.
- **Pre-maths:** object permanence, handles a range of objects, experiencing daily routines, anticipation, cause and effect.





- **Number:** saying counting words randomly, matching numerals, one to one correspondence, experimenting with marks for numerals when counting, comparison between groups of objects (more, less etc), identifying numerals including environmental numerals, using number names and language spontaneously, recites numbers in order to 10, matching numeral to quantity, represent numerals with fingers, marks or pictures, identifying numerals of personal significance e.g. age
- **Shape, Space and Measure:** manipulating materials into different shapes, visual matching shapes e.g. inset puzzles, shape sorters, construction e.g. Lego, shapes, Duplo etc, using positional language, creating patterns, exploring properties of shapes.
- **Maths Skills:** organise and categorise objects, sequencing daily routines, e.g. now and next, visual timetables, sequencing daily activities (functional activities e.g. personal care etc).

Pre Key Stage Standards

Standard 1

The pupil can:



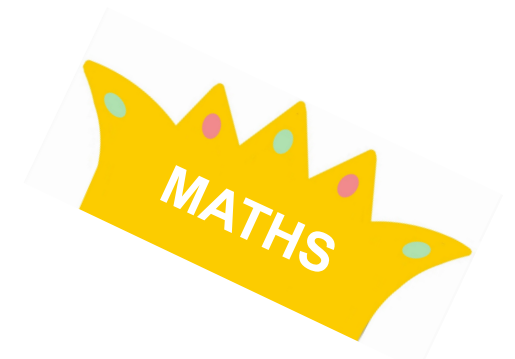
- Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role play activity).
- Distinguish between one and lots when shown an example of a single object and a group of objects.
- Demonstrate an understanding of the concept of one to one correspondence (e.g. giving one cup to each pupil).

Standard 2

The pupil can:



- Identify the big or small object from a selection of two.
- Sort objects according to a stated characteristic e.g. group all the small balls together, sort the shapes into triangles and circles.
- Say the number names to five in the correct order e.g. in a song or by joining in with the teacher.
- Demonstrate an understanding of the concept of numbers up to five by putting together the right number of objects when asked.
- Copy and continue simple patterns using real life materials.



Pre Key Stage Standards

Standard 3

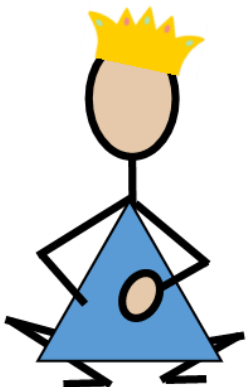
The pupil can:

- Identify how many objects there are in a group of up to ten objects, recognising smaller groups on sight and counting the objects in larger groups up to ten.
- Demonstrate an understanding that the last number counted represents the total number of the count.
- Use real life materials e.g. apples or crayons to add or subtract one from a group of objects and indicate how many are now present.
- Copy and continue more advanced patterns using real life materials.

Standard 4

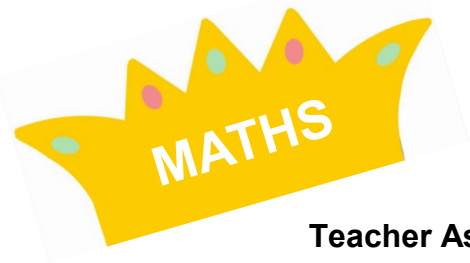
The pupil can:

- Read and write numerals from zero to nine.
- Demonstrate an understanding of the mathematical symbols of add, subtract and equal to.
- Solve number problems involving the addition and subtraction of single digit numbers up to ten.
- Demonstrate an understanding of the composition of numbers to five and a developing ability to recall number bonds to and within five (eg $2+2=4$ and $3+1=4$).
- Demonstrate an understanding of the commutative law (eg $3+2=5$ therefore $2+3=5$).
- Demonstrate an understanding of the inverse relationships involving addition and subtraction (eg $3+2=5$ then $5-2=3$).
- Demonstrate an understanding that the total number of objects changes when objects are added or taken away.
- Demonstrate an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away.
- Count to twenty demonstrating that the next number in the count is one more and the previous number is one less.
- Recognise some common 2D shapes.



Standard 5 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

Standard 6 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.



Teacher Assessment Frameworks End of Key Stage 1

Working towards expected standards

The pupil can:

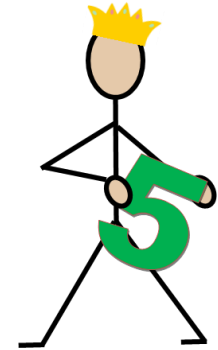
- Read and write numbers in numerals up to 100.
- Partition a two digit number into tens and ones to demonstrate an understanding of place value, so they may use structured resources to support them.
- Add and subtract two digit numbers and ones, and two digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (eg $23+5$, $46+20$, $16-5$, $88-30$).
- Recall at least four of the six number bonds for ten and reason about associative facts (eg $6+4=10$ therefore $4+6=10$ and $10-6=4$).
- Count in 2s, 5s and 10s from zero and use this to solve problems.
- Know the value of different coins.
- Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.

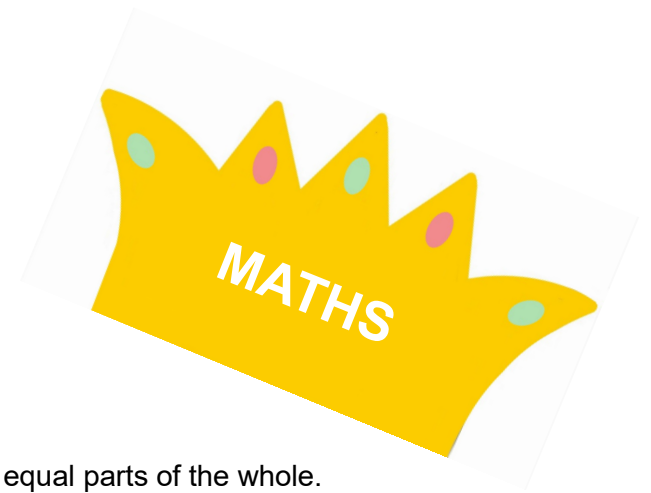


Working at the expected standards

The pupil can:

- Read scales in divisions of 1s, 2s, 5s and 10s.
- Partition any two digit number into different combinations of 10s and 1s explaining their thinking verbally, in pictures or using apparatus.
- Add and subtract any two digit numbers using an efficient strategy, explaining their thinking verbally, in pictures or using apparatus.
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (eg if $7+3=10$ then $17+3=20$).
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.





- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.
- Use different coins to make the same amount.
- Read the time on the clock to the nearest 15 minutes.
- Name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

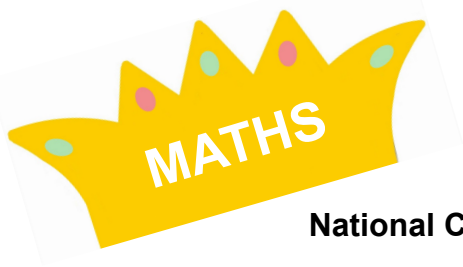
Working at greater depth

The pupil can:



- Read scales where not all numbers on the scale are given and estimate points in between.
- Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
- Use reasoning about numbers and relationships to solve more complex problems and explain their thinking e.g. $29+17=15+4+?$, together Jack and Sam have £14, Jack has £2 more than Sam, how much money does Sam have?
- Solve unfamiliar word problems that involve more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.
- Read the time on a clock to the nearest 5 minutes.
- Describe the similarities and differences of 2D and 3D shapes, using their properties e.g. that two different 2D shapes only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but different dimensions.





National Curriculum Key Stage 1

Number and Place Value

Pupils should be taught to:

- Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most and least.
- Read and write numbers from 1 to 20 in numerals and words.



Number, Addition and Subtraction

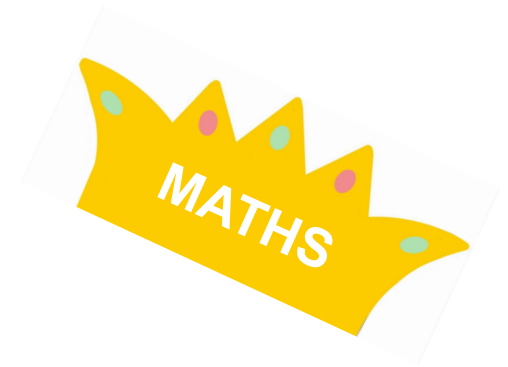
Pupils should be taught to:

- Read, write and interpret mathematical statements involving addition, subtraction and equal signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two digit numbers to 20 including 0.
- Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems e.g. $? - 9 = 7$

Number, Multiplication and Division

Pupils should be taught to:

- Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



Number Fractions

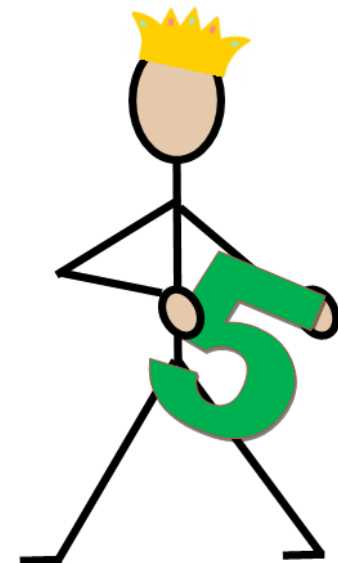
Pupils should be taught to:

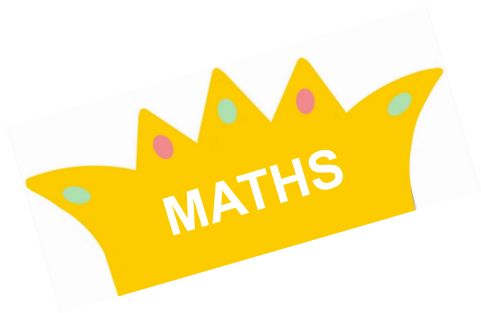
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Pupils should be taught to:

- Compare, describe and solve practical problems for:
 - Lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.
 - Mass/weight e.g. heavy/light, heavier than/lighter than.
 - Capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.
 - Time e.g. quicker, slower, earlier, later.
- Measure and begin to record the following:
 - Length and height .
 - Mass / weight.
 - Capacity and volume.
 - Time (hours, minutes and seconds).
- Recognise and know the value of different denominations of coins and notes.
- Recognise and use symbols for £ and p; combine amounts to make a particular value.
- Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour, and half past the hour and draw the hands on a clock face to show these times.





Geometry - properties of shapes

Pupils should be taught to:

- Recognise and name common 2D and 3D shapes.

Geometry - position and direction

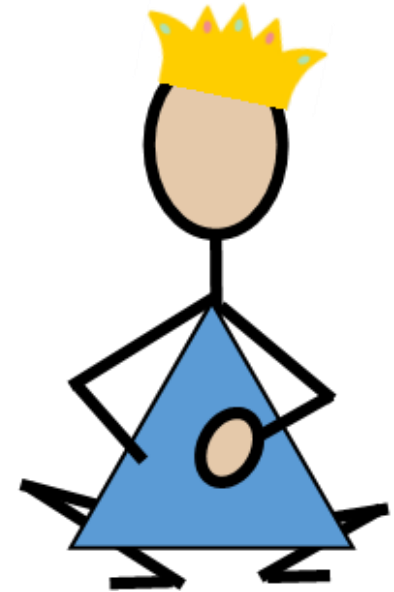
Pupils should be taught to:

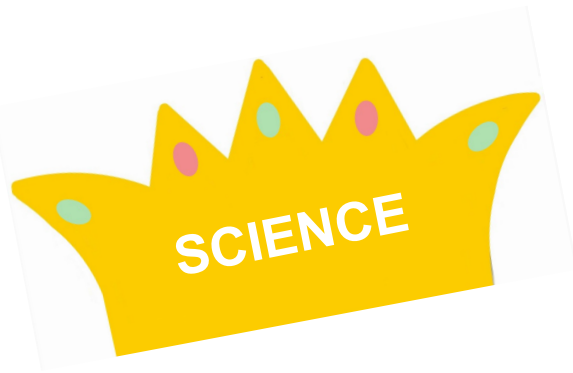
- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

Statistics

Pupils should be taught to:

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.





Intensive Interaction; experiential; accessing a range of environments, materials and objects; toleration; exploration; awareness (self, others and environments), routine; transitions; interacting with immediate environment; tracking; focusing, reactions, sensory integration activities.



Observation of people, animals etc, recognising objects are used in different ways, small world play e.g. animals, communicating about what they have observed, key words including describing words (link to blank level 2), action songs, playground games, sensory integration activities, communicating preferences, communicating similarities and differences.

Teacher Assessment Frameworks End of Key Stage 1 / National Curriculum Key Stage 1

Working at the expected standard

The pupil can using appropriate scientific language from the NC

Ask their own questions about what they notice and recognise they can be answered in different ways.

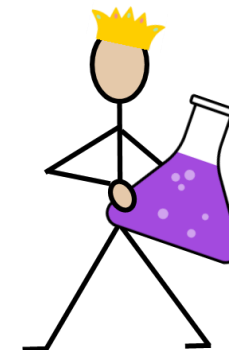
Use different types of scientific enquiry to gather and record data using simple equipment where appropriate to answer questions:

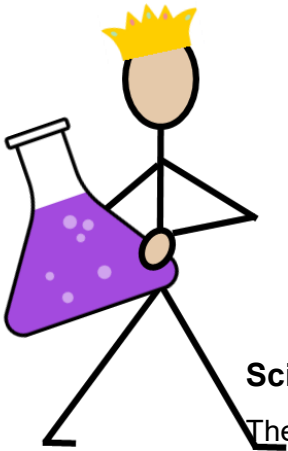


- Observing changes over time
- Noticing patterns
- Grouping and classifying things
- Carrying out simple comparative tests
- Finding things out using secondary sources of information

Using their observations and ideas to suggest answers to questions.

Communicate their ideas, what they do and what they find out in a variety of ways e.g. identify, name, draw and label etc





Science Content

The pupil can:

- Name and locate parts of the human body, including those related to the senses and describe the importance of exercise, a balanced diet and hygiene for humans.
- Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults.
- Describe the basic need of plants for survival and the impact of changing needs and the main changes as seeds and bulbs grow into mature plants.
- Identify whether things are alive, dead or have never lived.
- Describe and compare the observable features of animals and plants from a range of groups.
- Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.
- Observe and describe seasonal changes and weather
- Name different plants and animals and describe how they are suited to different habitats.
- Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses.
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of everyday materials.
- Compare and group together a variety materials on the basis of their simple physical properties.



Computing should not just be a discrete subject but should also be accessed through other areas of the curriculum.



Intensive Interaction, experiential, accessing a range of environments, toleration, exploration, awareness (environments and others), focusing, routine, transitions; interacting with immediate environment, tracking, body movements towards lights, sounds etc, focusing, reaching for familiar objects, images etc, responding to everyday technology, experiencing simple cause and effect e.g. switch toys, touch screen programs, ipad apps etc, anticipation including everyday technology, showing interest in everyday technology, internet safety - tolerating being kept safe.

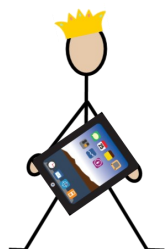


Engaging with cause and effect toys and technology, actively engaging in everyday technology, learning to operate correctly, operating mechanical toys, basic vocabulary, basic functional skills e.g. locating app, turning on and off, tolerance of finishing or no, internet safety - responding to boundaries, awareness of danger and keeping self safe in wider environment.

Simple coding, following simple and complex instructions, more complex functional skills e.g. saving, printing, keyboard skills, mouse pad skills, using apps appropriately, navigating the internet, internet safety, operating basic equipment, showing skills and pulling knobs, retrieval of information, completing simple programs, uses appropriate hardware to interact with appropriate software, identifying a range of technology, using a range of technology, selecting for a purpose a range of technology

National Curriculum Key Stage 1

Pupil should be taught to:

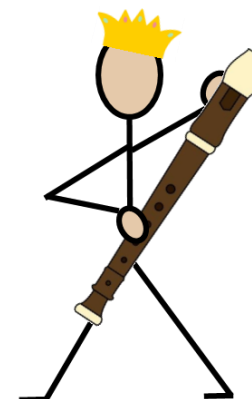


- Understand what algorithms are; how they are implemented as programs and digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



MUSIC

Include a range of musical instruments and music from a wide range of genres, cultures and eras (including live and recorded).



PRE-FORMAL

Experiential, exploration, imitation, awareness, toleration of sounds, expressing self with physical action and sound, anticipation, noticing changes, discovery.



SEMI-FORMAL

Joining in, creating, cause and effect, call and response, focus and more engagement, playing musical instruments in different ways (tempo - fast, slow, loud, quiet).

Choosing; purposeful; combinations; recall; remembrance; appropriate use of instruments; spontaneous; generate and develop, model, sharing ideas, commenting, expression; playing musical instruments in different ways (more extended ways - timbre, dynamics), evaluate ideas, adapting, presentations and performances.

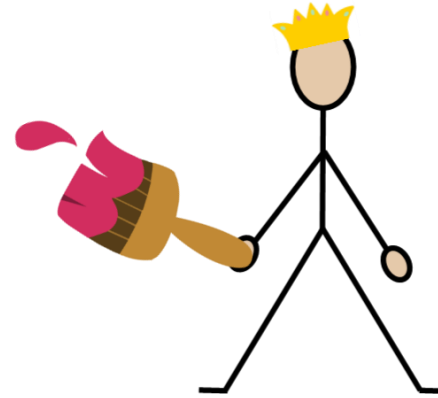


FORMAL

National Curriculum Key Stage 1

Pupil should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create and select sounds using the inter-related dimensions of music.



Experiential, exploration, imitation, awareness, toleration of different media, equipment, materials and resources, expressing self with physical action and sound, anticipation, noticing changes, discovery, multi sensory approaches, about the process rather than end product.



Joining in, creating, cause and effect, focus and more engagement, techniques (colour, shape, pattern), introduction of a range of artists (experiential), communication about choices, about the process rather than end product, celebrating work.

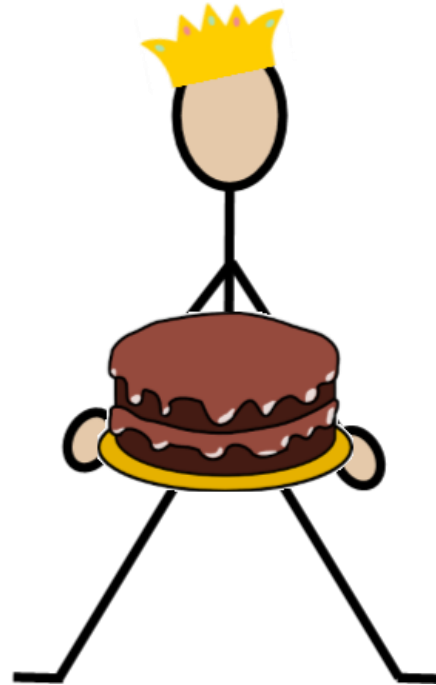
Construction, choosing the intent, purposeful, combinations, recall, remembrance, select and use a wide range of materials, appropriate use of techniques and tools, representational, spontaneous, generate and develop, model, sharing ideas, commenting, expression, techniques (texture, line, shape, form and space), range of artists and making links to their own work, evaluate ideas, pride, adapting, final products.



National Curriculum Key Stage 1

Pupil should be taught to:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.




- **Design and Technology:** experiential, exploration, imitation, awareness, toleration of different media, equipment, materials and resources, expressing self with physical action and sound, anticipation, noticing changes, discovery.
- **Cookery and Nutrition:** tolerating a range of food, exploring a variety of food using different senses including touch, smell, taste, sight, communicating preferences through gesture, body language, facial expressions etc.



- **Design and Technology:** joining in, creating, cause and effect, focus and more engagement.
- **Cookery and Nutrition:** identifying foods, communicating preferences, basic cookery skills (spreading, cutting, pouring).



- **Design and Technology:** construction, choosing, purposeful, combinations, recall, remembrance, select and use a wide range of materials, appropriate use of techniques and tools, representational, generate and develop, model, sharing ideas, commenting, expression, evaluate ideas, adapting.
- **Cookery and Nutrition:** complex cookery skills, sequencing skills (follow more complex instructions), keeping self safe.



DESIGN & TECHNOLOGY

National Curriculum Key Stage 1

Design and Technology

When designing and making pupils should be taught to:

Design

- Design purposeful, functional appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

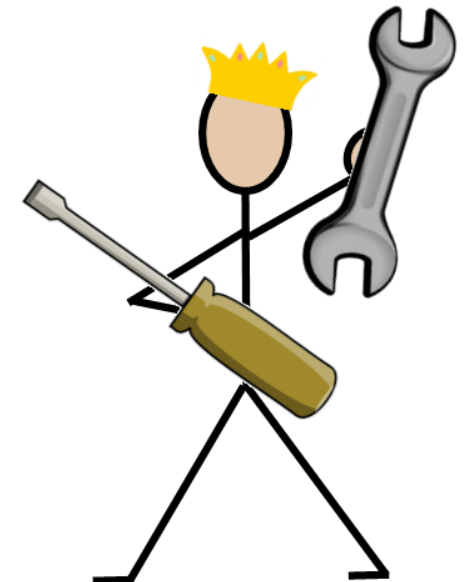
Technical Knowledge

- Build structures exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their product.

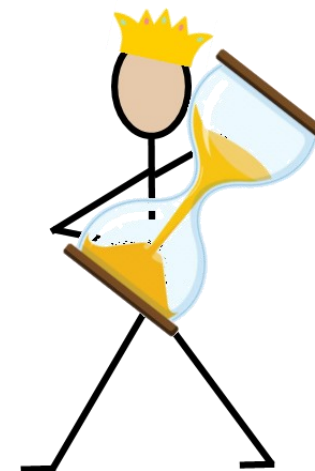
Cookery and Nutrition

Pupil should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.



HISTORY



PRE-FORMAL

Intensive Interaction, experiential, accessing a range of environments, toleration, exploration, awareness (self, others and environments), routine, transitions, interacting with immediate environment, tracking, focusing, reactions.

SEMI-FORMAL

Anticipating, showing interest, recognising familiar people, building relationships with peers, recall immediate past, basic vocabulary, introduction to major historical events and figures (including locality).

Similarities and differences, describing, recalling special events, joining in with customs (religious and cultural), commenting (including why), asking questions, recall of personal past, extended knowledge of historical events and figures (including locality).

National Curriculum Key Stage 1

FORMAL

Pupils should be taught about:

- Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.



PRE-FORMAL

Intensive Interaction, experiential, accessing a range of environments, toleration, exploration, awareness (environments and others e.g. cars, trees, dogs), routine, transitions, interacting with immediate environment, tracking, focusing, reactions.



SEMI-FORMAL

Anticipating, showing interest, exploring local area and own country, recognising local area, features of local area, introduction to weather and seasons, basic vocabulary.



National Curriculum Key Stage 1

Pupils should be taught:

Locational knowledge

- Name and locate the world seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting European country.

Human and Physical Geography

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical and human features.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continent and oceans.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and planned perspectives to recognise land marks and basic human and physical features; devise a simple map; and use and construct basic symbols and a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.





Religions, Festivals and Celebrations: experiences a range of festivals and celebrations, personal celebrations and experience of others' celebrations, experience music, drama and arts from a variety of cultures.



Behaviour Strategies (link to blank level understanding): sensory integration, using visual to support understanding, distraction, de-escalation, IBP.

Attitudes: engaging with activities, expressing emotions, exploring objects, demonstrating preferences and interests (objects of reference and motivating items), experiencing a variety of familiar places, awareness of others, building relationships, Intensive Interaction, sensory exploration.

Collective Worship: tolerating quiet time with fleeting attention, relaxation sessions, sharing joint activities with others e.g. home songs, experiencing prayers.



Religions, Festivals and Celebrations: handling objects from a range of faiths and beliefs, joining in with a range of celebrations, encounter religious symbols and artefacts, experiencing a range of places of worship, personal celebrations and developing understanding of others' celebrations, engage with music, drama and arts from a variety of cultures.

Behaviour Strategies (link to blank level understanding): key words, working for cards, rewards, distraction, de-escalation, modelling appropriate behaviour, proactive strategies,

Attitudes: identifying emotions, making choices, personal significance e.g. favourite books, demonstrating preferences and interests (real objects, symbols and photos), recognising key people (school and home), interacting with others, developing relationships.

Collective Worship: actively joining in with quiet time for more sustained periods, relaxation sessions, personal reflection - identifying something that was good / liked about the day e.g. through choices, symbols etc, self evaluation, joining in with



Religions, Festivals and Celebrations: key words, knowledge of a range of festivals, celebrations, faiths and beliefs, personal celebrations and joining in with others celebrations.

Behaviour Strategies (link to blank level understanding): restorative practices (consequences, resolving conflict, negotiations etc), responsibility for behaviours and creating behaviour board.

Attitudes: identify emotions and reasoning, making choices and reasoning, taking turns, voting.

Collective Worship: reflective quiet time, relaxation sessions, self evaluation - what worked, what needs to be worked on, joining in with a wider range of prayers.

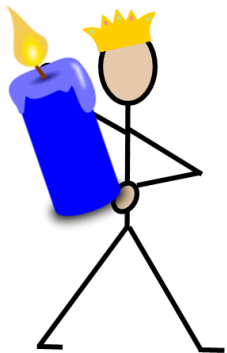
Liverpool's revised agreed syllabus for RE

Learning about religion:



- Explore a range of religious stories and sacred writings and talk about their meanings.
- Name and explore a range of celebrations, worship in rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion:



- To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify and communicate what is important to them and others including those with religious commitments.
- Reflect on how spiritual and moral values relate to their own behaviour and recognise that religious teachings and ideas make a difference to individuals, families and the local community.



Breadth of Study

BELIEF

Belief

- What people believe about God, humanity and the natural world.

Teachings

- How and why some stories are sacred and important in religion.

Figures

- People who are looked up to in families.

Symbols

- How pictures, sounds etc can have special meanings.



PRACTICE

Identify

- Who I am and my uniqueness as a person in a family and community.

Relationship

- Where and how people belong and why belonging is important.

Morality

- Why people (including religious believers) identify some acts as good and others bad.

Worship

- How and why celebrations are important in religion.





OPPORTUNITIES

Experience

- Visiting places of worship and focusing on symbols and feelings.

Communicate

- Listening and responding to visitors from local faith communities.

Reflect

- Using the senses and having time of quiet reflection.

Create

- Using art and design, ICT, music, dance and drama to develop creative talents and imagination.



ATTITUDES

Self Awareness

- Feeling confident about personal beliefs and sharing them without fear of embarrassment or ridicule.
- Developing a realistic and positive sense of religious, moral and spiritual ideas.
- Recognising uniqueness as human beings and affirming self worth.
- Becoming increasingly sensitive to the impact of ideas and behaviour on other people.

Respect

- Developing skills of listening and a willingness to learn from others, even when others views are different.
- Being ready to value difference and diversity for the common good.
- Appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society.
- Being prepared to recognise and acknowledge personal bias.
- Being sensitive to the feelings and ideas of others.



Open mindedness

- Being willing to learn and gain new understanding.
- Engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing other) about religious, moral and spiritual questions.
- Being willing to go beyond surface impressions.
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.



Appreciation and Wonder

- Developing imagination and curiosity
- Recognising that knowledge is bounded by mystery.
- Appreciating the sense of wonder at the world.
- Developing the capacity to respond to questions of meaning and purpose.



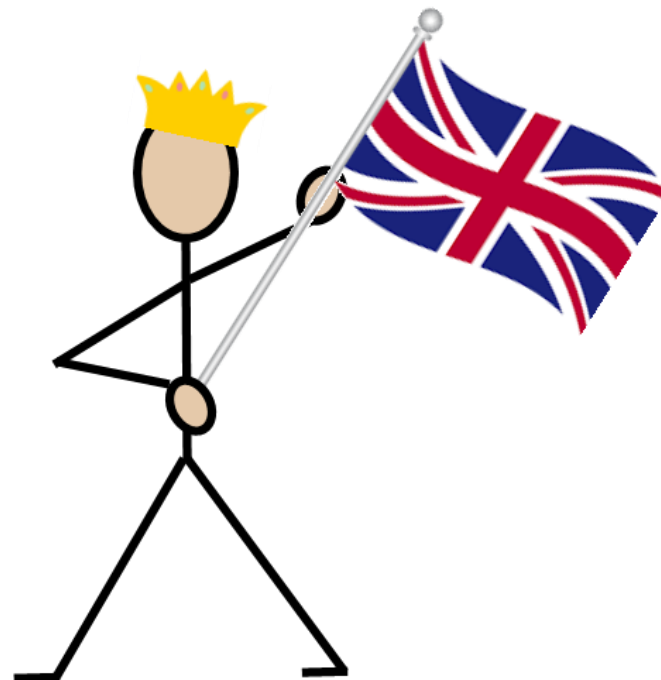


BRITISH VALUES

British Values includes:

- Mutual respect and the tolerance of those with different faiths and beliefs
- Democracy
- The Rule of Law
- Respect for self and others
- Individual Liberty

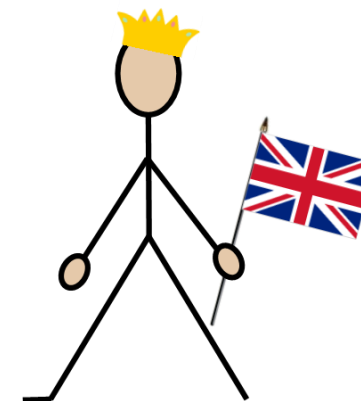
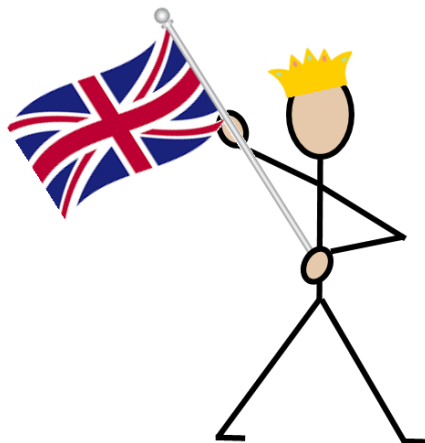
Throughout the year there will be curriculum enrichment days focusing on a variety of festivals and celebrations across different cultures and traditions which will change yearly.



PRE-FORMAL

- Toleration of others, interacting with familiar people, engagement in activities including alongside others, Intensive Interaction.
- Exposure and experience of other cultures, traditions and celebrations as well as their own.
- Visits to community - familiar places.
- Motivating items and activities - child led activities, choosing (demonstrating preferences and interests) - objects of reference, gesture etc.
- Behaviour Strategies (link to blank level understanding) - sensory integration, using visual to support understanding, distraction, de-escalation, IBP, SCERTS - emotional mutual regulation, self soothing.
- Class celebrations

BRITISH VALUES



- Communication with others e.g. Makaton, PECS, Intensive Interaction, interacting with unfamiliar people, 'people who help us' topics - role play, visits from key persons, turn taking activities.
- Engagement with activities around other cultures, traditions and celebrations including their own, experiencing more specific cultural visits.
- Visits to community - unfamiliar places and choosing favourite places.
- Choosing (demonstrating preferences and interests) - verbal, PECS, Makaton etc, motivating items and introducing working for activities and adult led activities.
- Behaviour Strategies (link to blank level understanding) - key words, working for cards, rewards, distraction, de-escalation, modelling appropriate behaviour, proactive strategies, behaviour boards, emotions board, SCERTS - emotional mutual / self regulation.
- Class and whole school celebrations - assembly, rewards, stickers etc.
- Interacting with a wide range of people, 'people who help us' topics - role play, visits from key persons, recognising key people in the wider community e.g. people of importance, religious leaders etc.
- Knowledge around other cultures, traditions and celebrations including their own,
- Engagement with more specific cultural visits.
- Choosing (demonstrating preferences and interests) - sentences, reasoning, voting for favourites and choices.
- Behaviour Strategies (link to blank level understanding) - restorative practices (consequences, resolving conflict, negotiations etc), responsibility for behaviours and creating behaviour board, SCERTS - emotional self regulation.

SEMI-FORMAL

FORMAL

SMSC includes:

- Social Development

Developing personal qualities and using social skills.

Understanding how communities and societies function.

Participating, cooperating and resolving conflicts.

- Moral

Developing and expressing personal views or values.

Investing moral values and ethical issues.

Moral codes and models of moral virtue.

Recognising right and wrong and applying it.

Understanding the consequence of actions.

- Spiritual

Developing personal values and beliefs.

Experiencing fascination, awe and wonder.

Exploring the values and beliefs of others.

Understanding human feelings and emotions.

- Cultural

Experiencing, understanding and respecting diversity.

Participating in and responding to cultural activities.

Preparing for life in modern Britain.

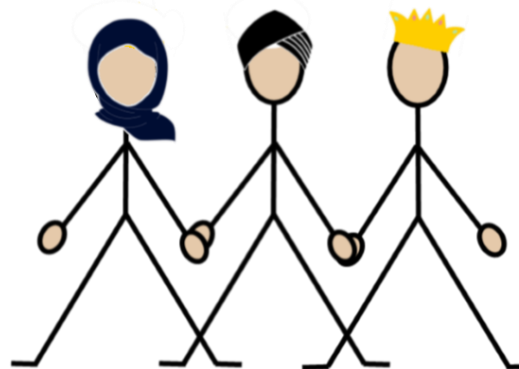
Understanding and appreciating personal influences.



Throughout the year there will be curriculum enrichment days focusing on a variety of festivals and celebrations across different cultures and traditions which will change yearly.



SMSC



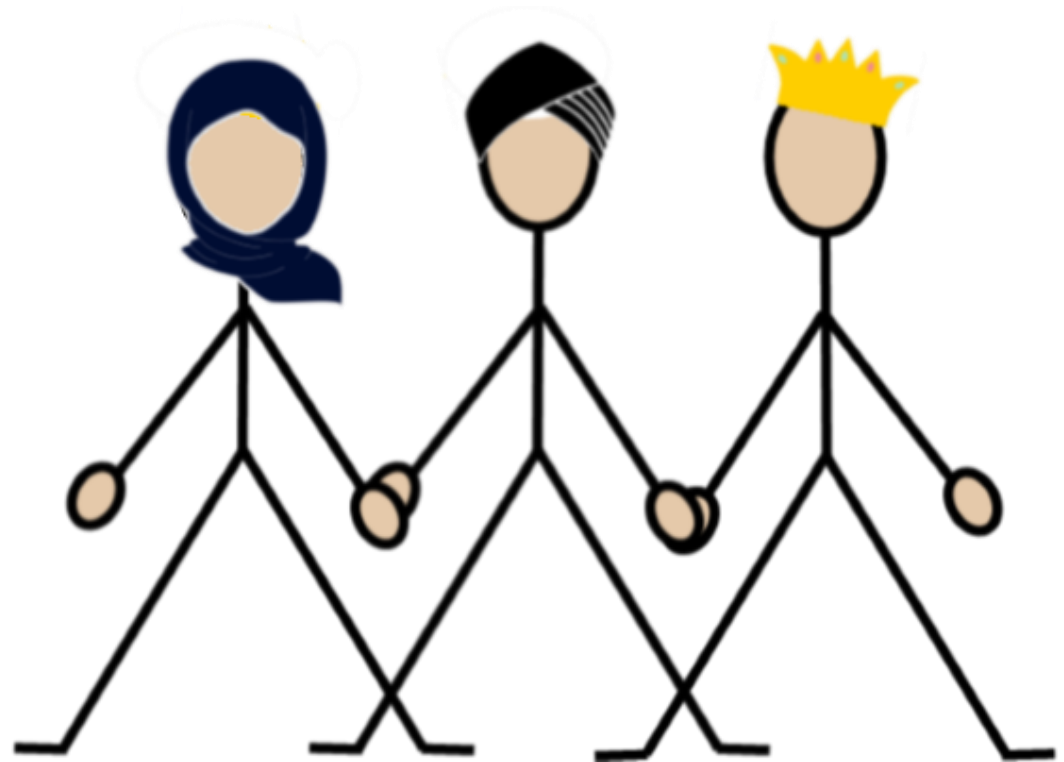

PRE-FORMAL

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- Behaviour Strategies (link to blank level understanding) - sensory integration, using visual to support understanding, distraction, de-escalation, IBP, SCERTS - emotional mutual regulation, self soothing.
- Class celebrations.
- Communication with others e.g. Makaton, PECS, Intensive Interaction, interacting with unfamiliar people, people who help us topics - role play, visits from key persons, turn taking activities.
- Engagement with activities around other cultures, traditions and celebrations including their own, experiencing more specific cultural visit.

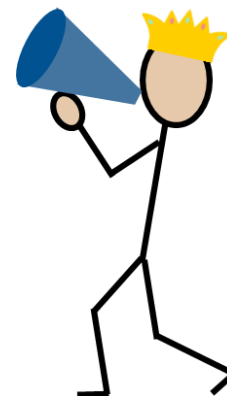


SEMI-FORMAL

- Visits to community - unfamiliar places and choosing favourite places.
- Choosing (demonstrating preferences and interests) - verbal, PECS, Makaton etc, motivating items and introducing working for activities and adult led activities.
- Behaviour Strategies (link to blank level understanding) - key words, working for cards, rewards, distraction, de-escalation, modelling appropriate behaviour, proactive strategies, behaviour boards, emotions board, SCERTS - emotional mutual / self regulation.
- Class and whole school celebrations - assembly, rewards, stickers etc.



- Interacting with a wide range of people, people who help us topics - role play, visits from key persons, recognising key people in the wider community e.g. people of importance, religious leaders etc.
- Knowledge around other cultures, traditions and celebrations including their own,
- Engagement with more specific cultural visits.
- Choosing (demonstrating preferences and interests) - sentences, reasoning, voting for favourites and choices.
- Behaviour Strategies (link to blank level understanding) - restorative practices (consequences, resolving conflict, negotiations etc), responsibility for behaviours and creating behaviour board, SCERTS - emotional self regulation.



Choice making (gesture, body language, vocalisations, objects of reference, visuals, choice boards, PECS), building up the quantity of choices, building on number of daily opportunities for choice making, respecting the rights of pupils to include no as choice (where appropriate and safe); Intensive Interaction; Tolerating others and activities, engagement levels (exploration, realisation, anticipation, persistence, initiation).

Self Evaluation - Body language, facial expressions, reaching for and gestures to demonstrate likes and dislikes, links to Engagement Model.

Annual Review - sharing photos and videos of activities that the pupils are engaged with and enjoy.



Choice making of activities (key words, choice boards, PECS), choosing who to play with and what to play with, responding consistently to likes and dislikes (including blank level 3 questions around expressing likes and dislikes), initiating preferences and seeking out specific activities and avoiding non preferred activities, increasing the range of likes and dislikes.

Accepting and tolerating no is not always an option.

Voting e.g topics, stars of the day.

Accepting that it is okay to need help and tolerating failure.

Annual Review - using visuals to respond to what you enjoy (likes and dislikes - things that they are good at, enjoy and are important to them), goals and aspirations (might need choices and visuals)

Own IEP targets - contributing to own IEP targets (where appropriate) using visuals, questioning and choices. This maybe opportunities to choose which target they will be working on it, how they are they are going to work on the target, where they work on the target.

Self Evaluation (informal in a context of a specific activity) - vocalising likes, dislikes, easy and hard, confidence to ask for help, being specific around what help is needed.



Accepting and tolerating no is not always an option and understanding the reasons behind the decision making

Responding to Blank Level Four questions to explain their choices.

Annual Review - using visuals to respond to what you enjoy (likes and dislikes - things that they are good at, enjoy and are important to them), things that are working well for them, what do you need help with (with appropriate levels of support).

Own IEP targets - contributing to writing an IEP target (using visuals, questioning and choices) to identify areas for development (linked to a annual review question around what you need help with)

Self Evaluation - annual review questions more frequently through the year, reflecting on learning that has taken place over the last half term including the crown targets and IEP targets.

PHYSICAL DEVELOPMENT

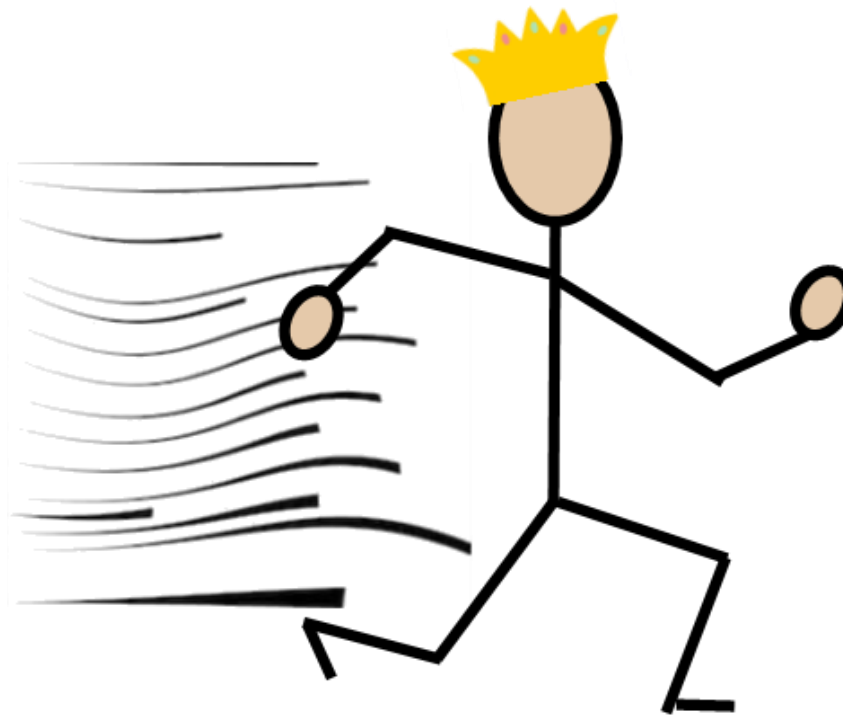
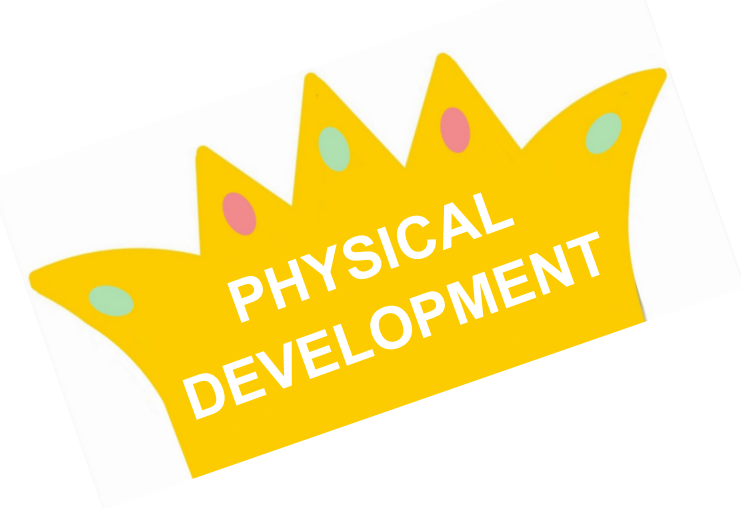


See separate swimming pathway document for more information.

See writing intent for more information on fine motor skills.



- **Physical Development Body Movement:** developing reflex actions, awareness of physical self, experiences and accepts a range of positions, participates in positioning, whole body movements, integrating the senses, increased control over movements.
- **Exploration:** explores objects, toleration of sensory experiences, manipulates objects, reaching for, holding, banging together, emptying, filling, pouring etc, shows awareness of object and space around them, beginning to make connections between movements and objects e.g. build a small tower.
- **Physical Development Skills:** beginning to develop gross motor control, changes speed and direction, runs, squats, climbs, crawls, turns pages of a book, makes marks.
- **Swimming:** responding to water e.g. splashing, moving through, engaging with objects in the pool, tolerate body positioning within the pool, co-operate with adult in the pool, develop water confidence, move body parts in the water, tolerating being kept safe in the pool e.g. arm bands, routines, micro and macro transitions, finishing activities.



- **Gross motor skills:** develops gross motor skills, ascending and descending stairs safely, draws circles or lines using gross motor movements, demonstrates control and co-ordination in large scale movements.
- **Fine motor skills:** uses one handed tools e.g. snips with scissors, shows preference for a dominant hand, attempts to form some letters, demonstrates control and co-ordination in small scale movements.
- **Physical Development Skills:** experiments with different ways of moving, moves in a variety of ways (rolling, shuffling, skipping, slipping, sliding, hopping, catching), negotiates space successfully when playing chasing games, balance (standing on one leg), avoids obstacles by adjusting speed and direction.
- **Swimming:** tolerating submersion, safe entering and exit of the pool, moving around the pool e.g. using rail, flotation aid, controlled movements of body parts e.g. kicking legs, moving arms.

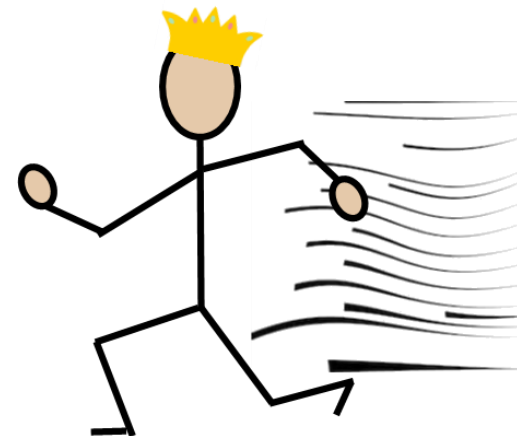


PHYSICAL DEVELOPMENT

National Curriculum Key Stage 1

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.



National Curriculum Key Stage 2

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous play activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

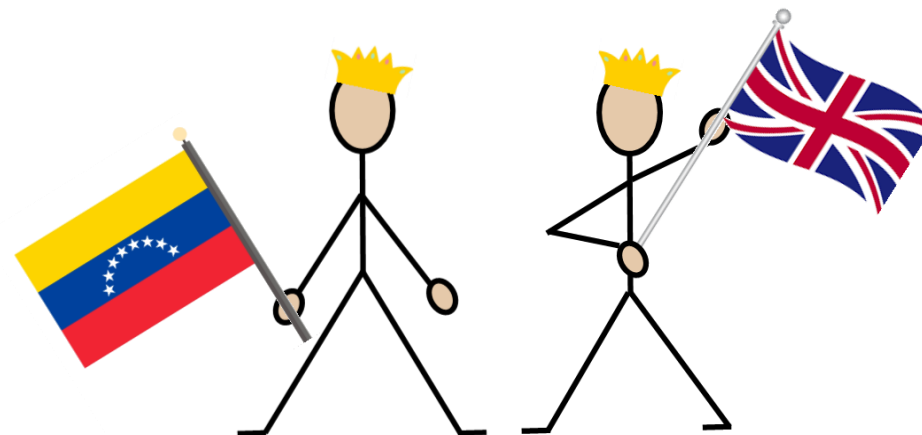


FORMAL

Swimming

Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of 25 metres.
- Using a range of strokes effectively.
- Perform safe self-rescue in different water situations.



Focus at Key Stage 2 level only. We are aware that even the Key Stage 2 children are not working at this stage developmentally and therefore Spanish will be mainly experiential across all three pathways.



Exploration, experience activities linked to Spain e.g. food, music, national dress etc



Experiencing songs linking to functional vocabulary e.g. numbers, colours, days of the week, weather, dress up and role play, engaging with activities linked to Spain e.g. food and music



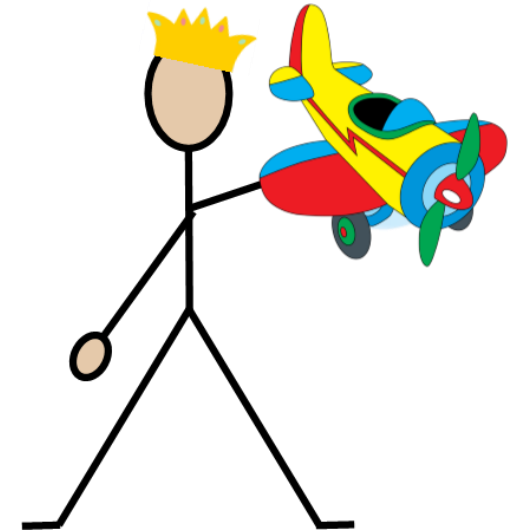
Call and response (introducing self), imitating functional vocabulary, using functional vocabulary at a one word level, knowledge of Spain e.g. flag, location, what you can do there, food and music.



PLAY

Links to Communication and Language, PSED, EAD, UW (EYFS document)

Use Venturing into Play document to support the progression of play into smaller steps in order to meet the developmental milestones of the EYFS.



PRE-FORMAL

Interactive play (with adults): engages in solitary play, tolerates the company of an adult whilst playing, tolerates commentary or imitation of their play from an adult, participates in 'people' games with an adult i.e. rough and tumble or tickling, begins to take notice of an adult whilst playing, tolerates adult prompting in play, engages in a simple joint attention game.

Object play: plays with tactile toys, explores a range of tools, plays unsystematically with toys, begins to make a toy work e.g. shakes a rattle.



SEMI-FORMAL

Interactive play (with adults and peers): engages in a range of joint attention games with an adult, engages in turn taking games with an adult, initiates games with an adult, follows adults prompts or instructions with regards to playing, tolerates the involvement of other children in play, enjoys physical play with other children, imitates other children at play, 'talk' with each other and comment on play.

Object Play: plays with intent, completes simple games or activities, searches for and finds objects to play with, uses real objects in imitation e.g. uses hair brush to brush own hair.



FORMAL

Interactive Play (with peers): seeks out other children to play, maintains play with other children, maintains play with other children when play becomes less predictable, copes with play coming to an end, following rules and routines of play, organising play, communicates with others, negotiates roles, respecting other's property, more willing to share, copes with frequent changes in play.

Imaginative Play: pretends that one object is another, engages in small world play, joins in with familiar and predictable make believe routines, joins in the make believe play of others.



Cross curricular links to other subjects e.g. geography, communication, PSED etc. Individual subject specific objectives to be rehearsed and consolidated out in the community. Locations should be chosen in line with the developmental needs and targets of the children and the intent of the visit should be clear.



- Encountering and tolerating different environments and sensory experiences.
- Making sense of and responding to different environments.
- Repeating and rehearsing skills in different environments.
- Developing varied interests and motivators.
- Subject specific targets.



- Experiencing and interacting with different environments.
- Functional learning in different environments.
- Developing varied interests and motivators.
- Independent living skills.
- Subject specific targets.



- Understanding different environments, places and their functions.
- Consolidating learning and subject specific targets.
- Developing varied interests and motivators.
- Independent living skills.

