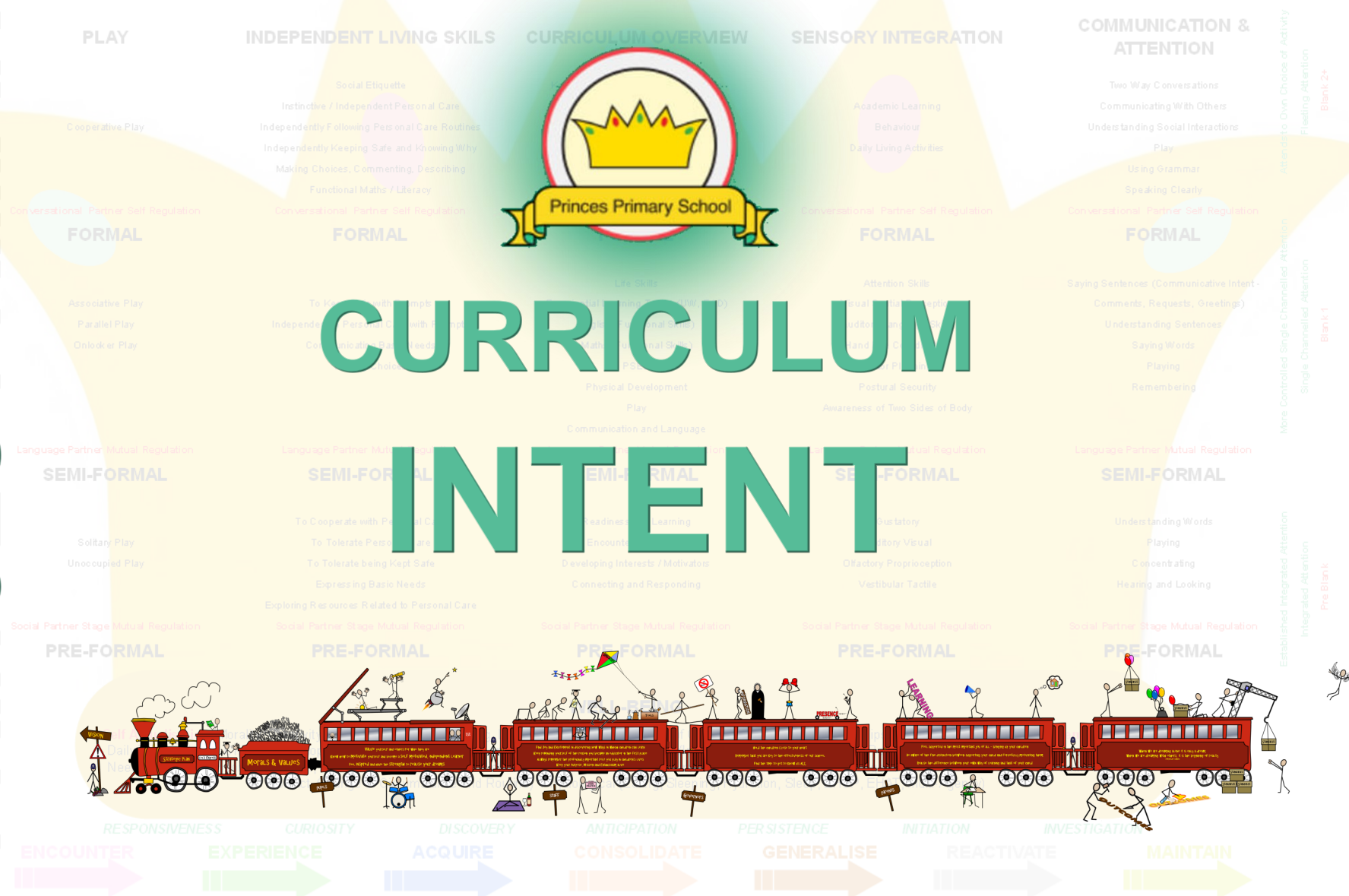


PRINCES PRIMARY



CURRICULUM INTENT



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PRINCES PRIMARY SCHOOL ACQUISITION OF KNOWLEDGE



* Bloom's Taxonomy





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 (Safeguarding and Pastoral Lead) 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.



Survival needs: self awareness of basic needs (eating, toileting, tiredness), communicating basic needs e.g. through body language, vocalisations etc, tolerates sensory regulation activities, tolerating personal care routines.

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

Social needs: tolerating presence of others, focusing on adults, building relationships with adults, awareness of peers, mutual regulation.

Self esteem: emerging confidence, fleeting interaction with resources, building relationships, pupil voice.

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



Survival needs: self awareness of basic needs (eating, toileting, tiredness), communicating basic needs e.g. through key words and visuals, tolerating and co-operating with sensory regulation activities, co-operation with personal care routines.

Safety and security: responding to routines, macro and micro transitions.

Social needs: tolerating presence of others, focusing on adults and peers, building relationships with others, mutual regulation with emerging self regulation.

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

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, mutual and self regulation.

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

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



Survival needs: communicating broader range of needs and wants.

Safety and security: micro and macro transitions, making a wider range of choices.

Social needs: developing complex relationships, self regulation.

Self esteem: making choices, building on confidence, developing meaningful relationships, completing tasks, self evaluation, emerging resilience, pupil voice.

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



Survival needs: communicating a broad range of needs and wants.

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

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

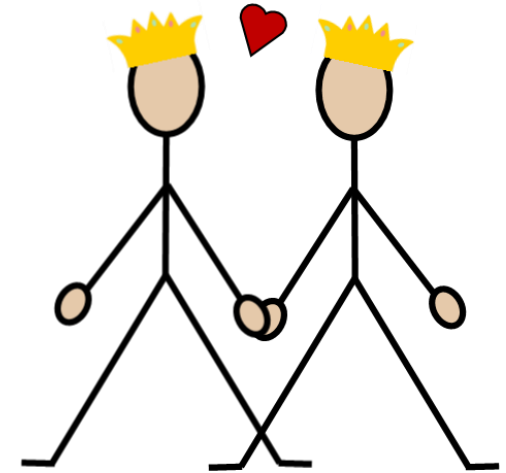
Self esteem: confidence (certificates, celebration of work etc), behaviour strategies, ownership of learning (creating own IEPs, self evaluation), pride in work, celebrating others' achievements.



Emotional Regulation will differ depending on level of emotional well being. This can vary throughout the day, from day to day and through periods of change.

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.

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



Mutual regulation.

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

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



Mutual Regulation.

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

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



Mutual regulation and emerging self regulation.

Asking for help.

Making choices.

Linked to blank level understanding.

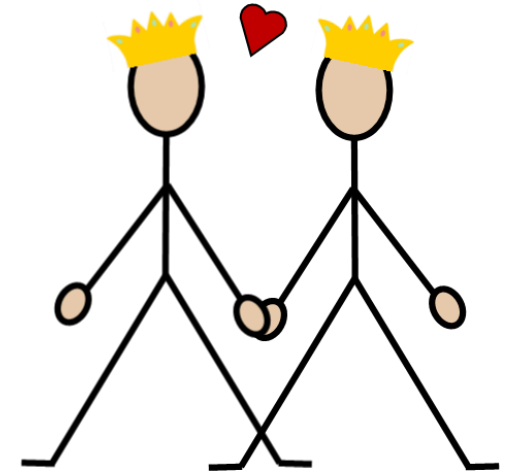
Basic emotions (adults labelling, self labelling and emerging communication).



Emotional Regulation will differ depending on level of emotional well being. This can vary throughout the day, from day to day and through periods of change.

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.

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



Self regulation.

Understanding their own regulation needs and choosing appropriate activities.

Making broader choices.

Linked to blank level understanding around sequencing.

Communicating basic emotions.



Self regulation.

Advanced emotions (labelling, communicating and recognising in others).

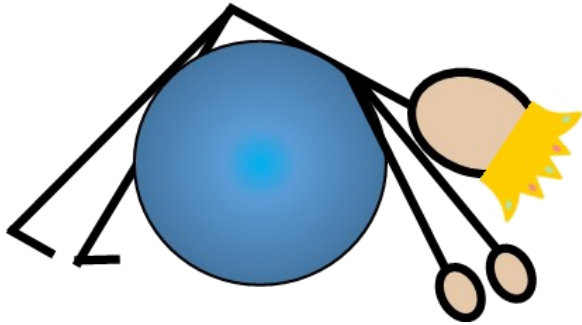
Break cards.

Making more complex choices.

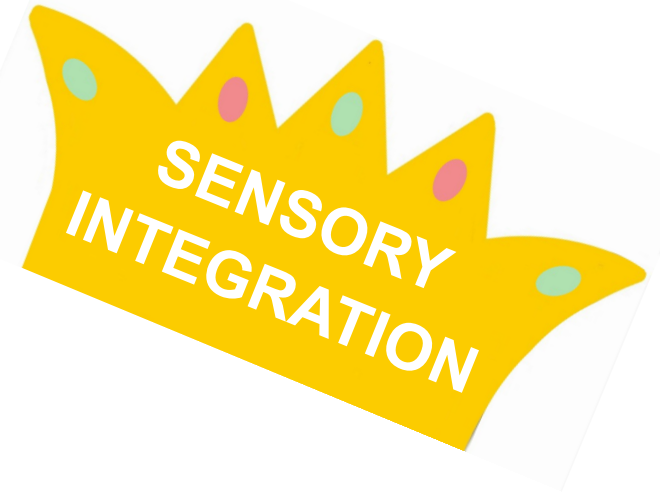
Conflict resolution.

Understanding consequences and resolving differences.

Links to RSE.



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. Pupils will have an individual sensory plan as appropriate.
Also see play, communication and attention.



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.

Mutual Regulation.

Physical Development (gross motor and fine motor skills).

Eating programmes linked to SALT.



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

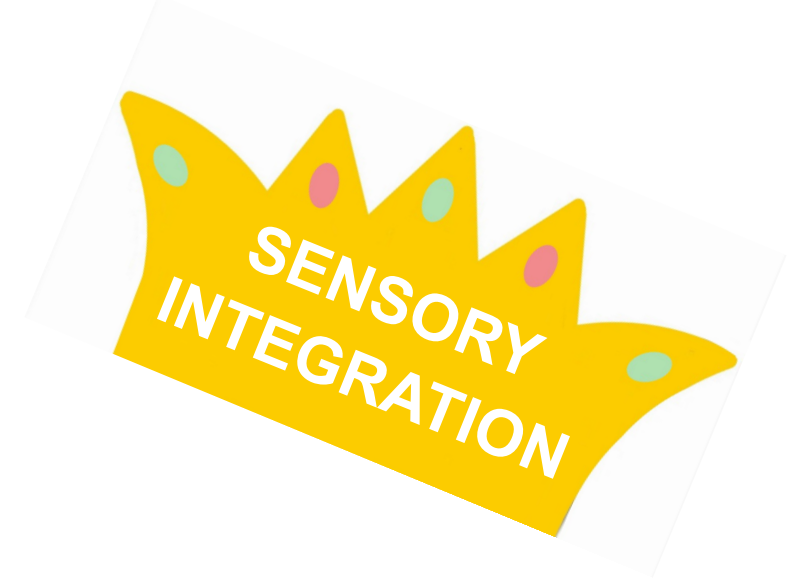
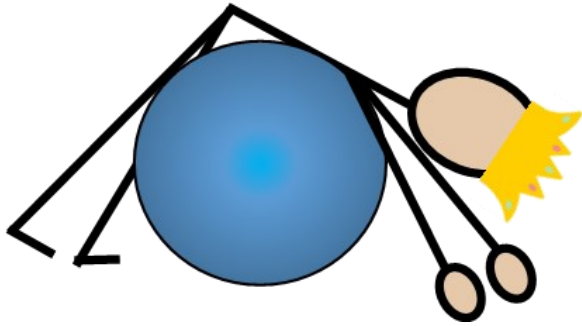
Opportunities to regularly develop the senses daily including sensory integration space and appropriate activities.

Cooperating with sensory input

Mutual Regulation

Physical Development (gross motor and fine motor skills).





Sensory profiles and appropriate regular activities throughout the day.

Mutual and emerging self regulation: beginning to manage own needs with support from adult.

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.



Self Regulation: managing own sensory needs; requesting activities, resources, break cards, emotional regulation board, movement breaks.

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



ATTENTION

Low stim environment.

Engagement Model: Exploration; Realisation; Anticipation; Persistence; Initiation (See Curriculum Overview document for definitions).

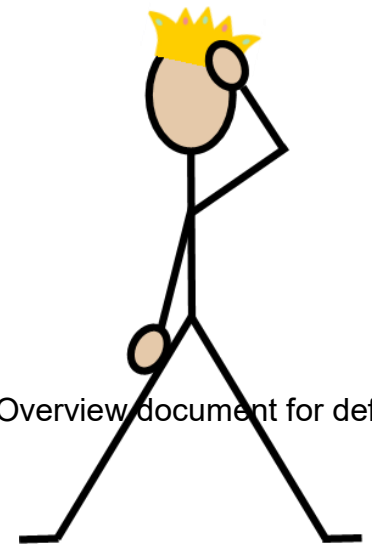
Intensive interaction Stages 1-4: Encounter, Awareness, Attention and Response, Engagement.

Joint Attention: 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 inconsistently, 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.

Fleeting attention.



PRE-FORMAL

Low stim environment

Engagement Model: Exploration; Realisation; Anticipation; Persistence; Initiation (See Curriculum Overview document for definitions).

Intensive interaction Stages 3 - 5: Attention, Response, Engagement, Participation and Involvement.

Joint Attention: 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: responding consistently, responding to a wider range of stimuli, Plays with a range of stimulus or toys,

Fleeting and rigid attention.



PRE-FORMAL+



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

Engagement Model: Exploration; Realisation; Anticipation; Persistence; Initiation (See Curriculum Overview document for definitions).



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

Joint Attention: 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 1-4: bucket, attention builders, turn taking and independent work

Single channelled, focusing, shared attention.



Functional displays and visuals within environment. Clearly defined areas of the classroom.

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

Following complex instructions.

Independent work

Sustained attention



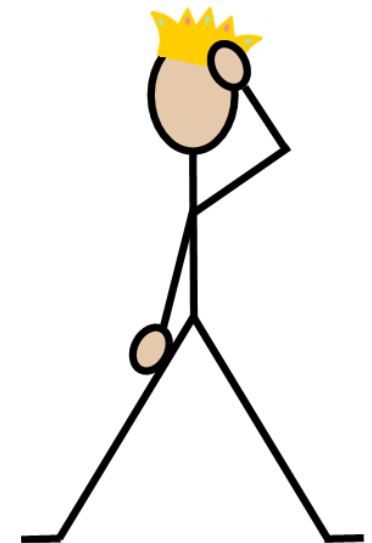
Clearly defined areas of the classroom, interactive and purposeful displays.

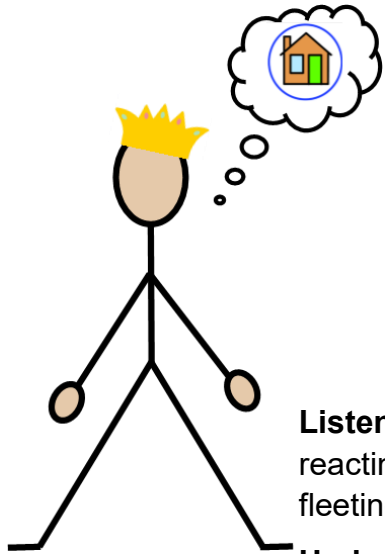
Intensive Interaction stage 7 occurs naturally through play and student initiated interaction.

Following complex instructions.

Independent work

Integrated and extended attention.





Listening and Attention: expresses awareness of immediate environment, focusing on objects/activities, fleeting responses, reacting, approaching new activities, engaging with familiar objects/activities, attends to activity of own choosing, developing fleeting attention (Attention Autism Stages 1-3: The bucket, attention builders, turn taking).

Understanding: awareness of familiar people, self or objects, starts to understand familiar gestures or contextual clues, respond to objects of reference and routine identifiers.

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, core vocabulary

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

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



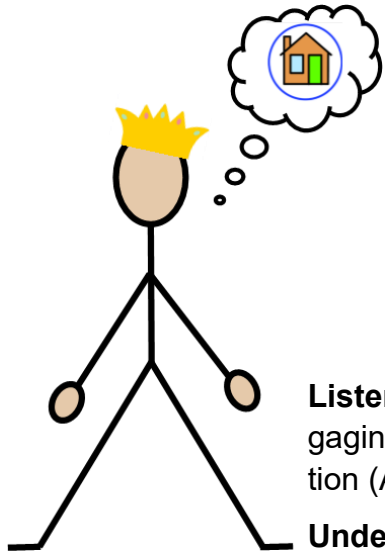
SCERTS (Social Partner Stage):

- 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.

Communication Boards: core vocabulary, favoured items, one key word level

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.

Early key words: core vocabulary, functional vocabulary and individual to children.



Listening and Attention: focusing on a wider range of objects/activities, actively responding, approaching new activities, engaging with familiar and unfamiliar objects/activities functionally, attends to own and adult led activity, developing rigid attention (Attention Autism Stages 1-3: The bucket, attention builders, turn taking).

Understanding: awareness of familiar and unfamiliar people and objects, contextual clues, responds to single key word instructions and visuals e.g. now and next.

Speaking: using single words and simple expressions e.g. name + noun or name + more.

Intensive Interaction Stages 3-5: Attention, Response and Participation.

Blank Level: Blank Level 1 (new topics) and emerging Blank Level 2 (naming and describing).

SCERTS (Social Partner Stage):

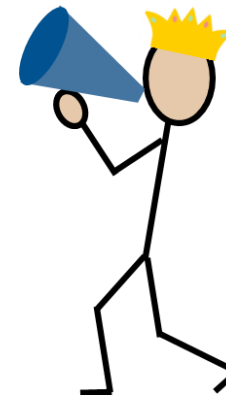
- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns.
- Symbol Use: learns by imitation of familiar actions and sounds, understands non verbal cues and familiar activities, uses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

Communication Boards: core vocabulary, favoured items, one key word level, two key word e.g. name + noun or name + more.

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

Early key words: core vocabulary and introduction of new vocabulary e.g. colours, functional vocabulary and individual to children.





Listening and Attention: single channelled, focusing and shared attention (Attention Autism Stages 1-4 The bucket, attention builders, turn taking, independent work).

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 simple sentences, beginning to ask simple questions, beginning to talk about objects and people that are not present, beginning to use language to share feelings, experiences and thoughts.

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

Blank Level: working within Blank Level 2 (describing, function of objects and wh- questions)

SCERTS (Social Partner and Language Partner Stage):

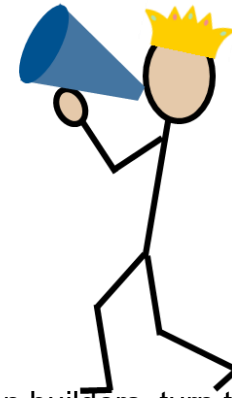
- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction.
- Symbol Use: learns by observation and imitation of familiar and unfamiliar 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.

Communication Boards: broader vocabulary, discrimination, simple sentence structures.

Transitional Support: routines, micro and macro transitions (photos and symbols), now prompts, introduction of more extended timetable, introduction to countdown strips.

Key words: broadening vocabulary based on interests and adult led themes.





Listening and Attention: sustained attention (Attention Autism Stages 1-4 The bucket, attention builders, turn taking, independent work).

Understanding: responding to more complex instructions

Speaking: expanding vocabulary linked to understanding their world around them, using more complex sentences, ask simple questions, 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 7: student initiated interactions which occur naturally through play.

Blank Level: secure Blank Level 2 and emerging Blank Level 3 (describing and re-telling).



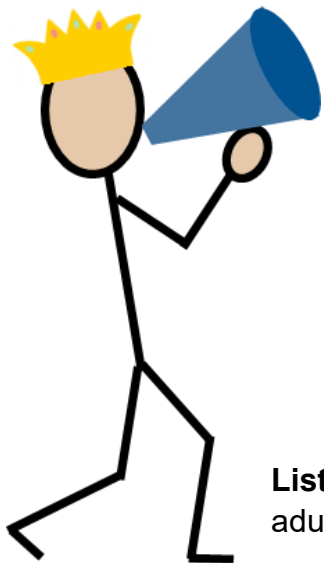
SCERTS (Social Partner and Language Partner Stage):

- **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.

Communication Boards: commenting, social communication

Transitional Support: routines, micro and macro transitions (photos and symbols), now prompts, extended timetable, count-down strips.

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



Listening and Attention: established, integrated and extended attention, listen in a range of situations, attends to a range of adult led activities.

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.

Blank Level: secure Blank Level 3 and emerging Blank Level 4 (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.

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.

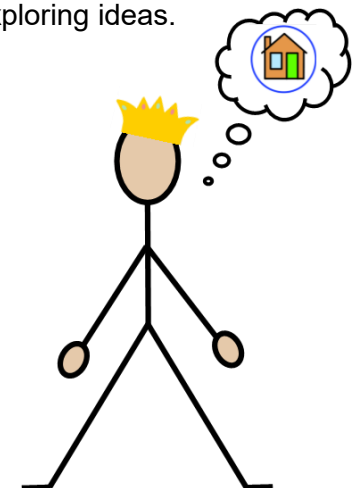
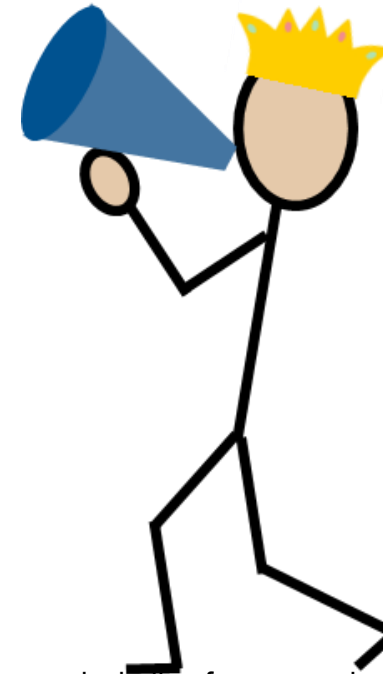
Speak audibly and fluently with an increasing demand of standard English.

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, showing interest in activities of others, responding differently to others (Intensive Interaction).

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

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.

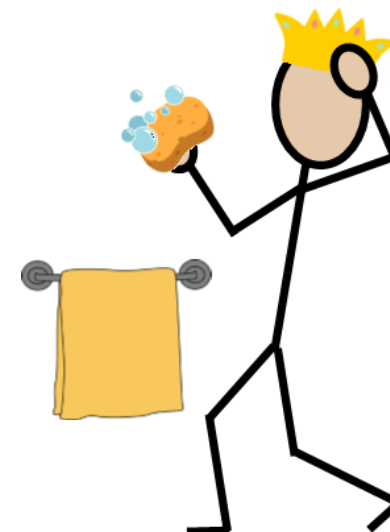


Independent Living Skills: awareness of needs through body language, gesture and emotional responses (eating, toileting etc), accepting and tolerating care routines (including personal care routines and keeping safe).

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 (sensory plan if appropriate).

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



Building Relationships: gaining attention in more purposeful ways, fleeting interactions with adults and peers,

Self Confidence and Self Awareness: exploration of familiar and unfamiliar objects and people, expressing likes, dislikes, interests and emotions through key words and communication boards, 'pupil voice', awareness of own actions, awareness of routines and transitions, 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: awareness of needs through key words (toileting, eating etc). co-operation of care routines (including personal care routines and keeping safe), responding to simple instructions, visuals etc on personal care, tolerating being kept 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, introduction of simple role play linked to personal experiences.

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

Readiness for Learning: micro and macro transitions (now & next, key words) less self directed activities, re-establish relationships and/or skills after breaks in school e.g. weekends, holidays, illness etc, responding to some boundaries.



Developing Relationships: initiating more sustained interactions, demonstrating friendly behaviour, starting to share, 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, independence in some simple personal care, responding to prompts to keep safe, opportunities to explore healthy food options and regular movement opportunities.

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

Readiness for Learning / Behaviour for Learning: micro and macro transitions (photos, symbols & key words), accepting and co-operating with a range of boundaries, tolerates short 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.



Developing Relationships: initiating interactions including conversations, starting to develop more complex relationships, recognising emotions in others, sharing and turn taking.

Self Confidence and Self Awareness: developing resilience, trying new things, expresses likes, dislikes, strengths and interests, problem solving, contributing to annual reviews.

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.



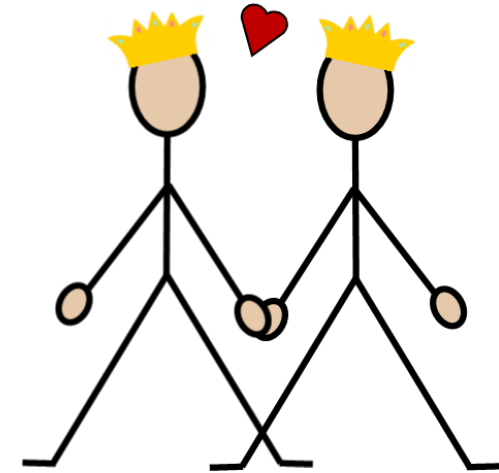
Independent Living Skills: following multi step instructions for personal care, independence in some personal care, identifying key aspects of keeping themselves safe.

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

Readiness for Learning / Behaviour for Learning: micro and macro transitions (symbols, verbal instructions, timetables), accepting and cooperating with a wider a range of boundaries, tolerates delay in needs being met, behaviour strategies to support motivation to learn e.g. delayed rewards, developing own strategies, small and larger 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: self-regulation and sensory processing strategies individual to each child (see sensory plan if appropriate).

Behaviour for Learning: following class routines, rules, consequences and rewards, 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 uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed..



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.



PSED

LINKED TO SMSC / BRITISH
VALUES

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:



FORMAL

- 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 check-ups 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:

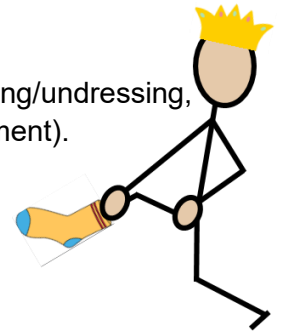
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including key facts about the menstrual cycle.

LIFE SKILLS

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 including personal care (eating and drinking, toileting, dressing/undressing, personal hygiene) and keeping ourselves safe (road safety, safety in the environment).
- Maths - 1:1 correspondence, cookery, shopping, money etc
- Communication and Language / PSHE
- Leisure (preferred activities, community visits, waiting, sharing, turn taking etc).



PRE-FORMAL

Personal Care: accepting care routines, expressing basic needs e.g. crying for hunger, awareness of basic needs, anticipation of key aspects of familiar activities, accepting and tolerating care routines, beginning to communicate some needs e.g. through gesture, vocalisations and body language.

Keeping Safe: toleration of keeping safe, accepting some boundaries.

PRE-FORMAL+

Personal Care: expressing basic needs through key words, anticipation of daily routines, actively co-operating with care routines, responding to simple instructions, visuals etc.

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

SEMI-FORMAL

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

Keeping Safe: responds to prompts to keep self safe.

SEMI-FORMAL+

Personal Care: responding to multi step instructions including visuals, responding to daily routines, communicate a wide range of needs with support, exhibits more independence with life skills.

Keeping Safe: identifying key aspects of keeping self safe e.g. stopping at the road.

FORMAL

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 and visual element; Intensive Interaction, awareness of self, recognition of self, exploration of objects, pre blank level 1 and emerging blank level 1 vocabulary

Concepts of print and reading behaviours: exposure to printed materials, awareness of sensory story props, listen to stories, nursery rhymes or songs with fleeting attention.



Auditory and Visual Skills: engaging with activities and objects with an auditory and visual element, identifying familiar sounds, emerging blank level 2 vocabulary, Intensive Interaction, awareness of others

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



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: copying, matching and joining in with a variety of everyday sounds, alliteration, rhyme, beginning to identify and name some phonemes and graphemes, blending and segmenting.



Concepts of print, reading behaviours: 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, 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.



Auditory and Visual Skills: identifying and naming a wider range of phonemes and graphemes, blending and segmenting.

Concepts of print, reading behaviours: independent reading of a range of stories, poems, fiction and non fiction, secure blank level 3 comprehension questions, developing fluency in reading including use of punctuation, reading for pleasure.



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.
- Explain what has happened so far in what they have read.



FORMAL



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



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

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



Following familiar routines, Intensive Interaction, engaging with familiar people, music etc, copying rhythms and actions, recognising familiar sounds, joining in with familiar rhymes and action songs.

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



Listening, identifying, comparing; discriminating, joining in, beginning to blend and segment familiar words, recognising 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)



Listening, identifying comparing; discriminating, joining in, beginning to blend and segment words, recognising words which begin with the same sound, initial sounds.

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



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

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

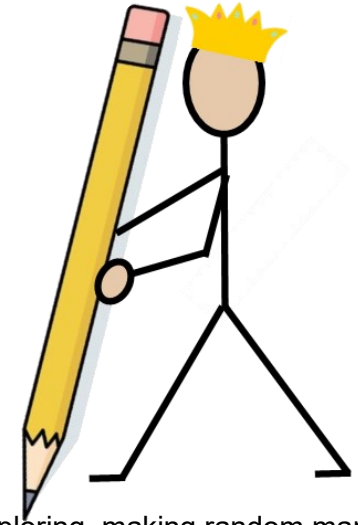




WRITING

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 attention), demonstrating reflex actions, awareness of space and objects around them.

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, beginning to control 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, awareness that movements can make marks



PRE-FORMAL+

Pre-writing: Engages with sensory media, making more purposeful marks using body, awareness that movements can make different marks, exploring independently (rigid attention), engages with space and objects around them, begins to use a range of tools to make marks.

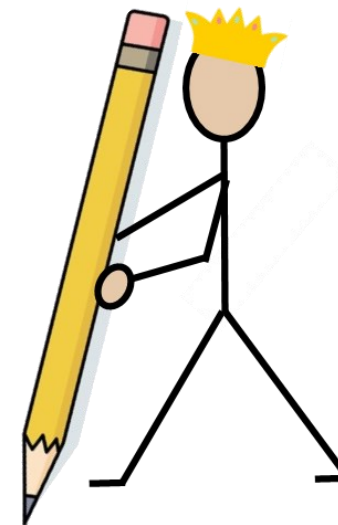
Gross motor skills: develop gross motor skills - large scale movements, opportunities for mark making tools, making more purposeful marks in a variety of media, links to sensory integration and physical development, positioning independently, demonstrating awareness of physical self and whole body movements, developing ability to control movements including singular and sequences of movements, making connections between movements and marks they make, more developed control of objects e.g. holding large objects, pouring, moving etc

Fine motor skills: opportunities for mark making tools, making more purposeful marks in a variety of media, links to physical development, making connections between movements and marks they make.

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.



SEMI-FORMAL

- **Writing Skills:** attribute meaning to marks e.g. marks alongside a picture, distinguishing between marks, creating purposeful marks, making marks related to own name, dominant hand preferences, overwrites straight lines, shapes, patterns and letters, beginning to copy write some important letters appropriately with a visual prompt, recognising and forming some letters independently (linked to phonics), beginning to blend and segment familiar words.
- **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, beginning to develop co-ordination and dexterity.

SEMI-FORMAL+

- **Writing Skills:** attribute meaning to marks, writing for a variety of reasons, copy writes some important letters appropriately with a visual prompt, beginning to independently form most letters (lower case and upper case), blending and segmenting words.
- **Gross motor skills:** developing hand eye co-ordination, showing control in hand eye co-ordination activities with increased accuracy.
- **Fine motor skills:** showing control in hand eye co-ordination activities, practicing and refining fine motor skills, refining pincer grasp, refining using one handed tools and equipment, effect complex changes to materials using simple tools, handling tools safely and with increasing control, develop co-ordination and 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

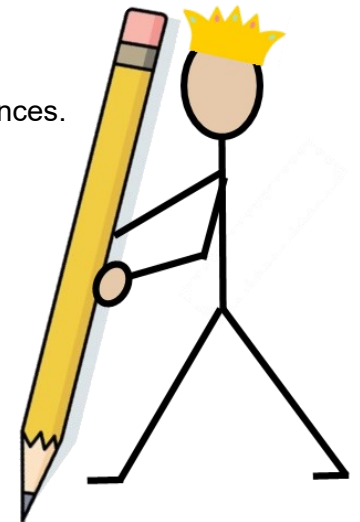
The pupil can:

- 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.

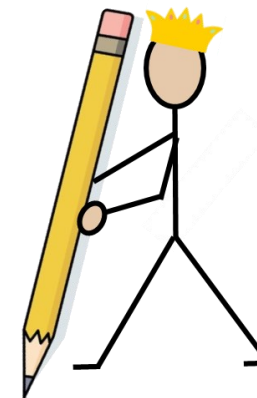
Standard 6 (Key Stage 2 only) - See Working Towards Expected Standard Key Stage 1.

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.



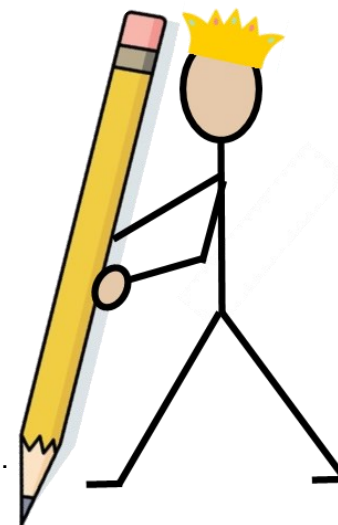


WRITING

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.



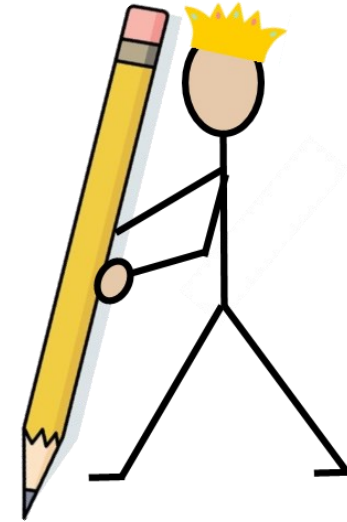
WRITING

- 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

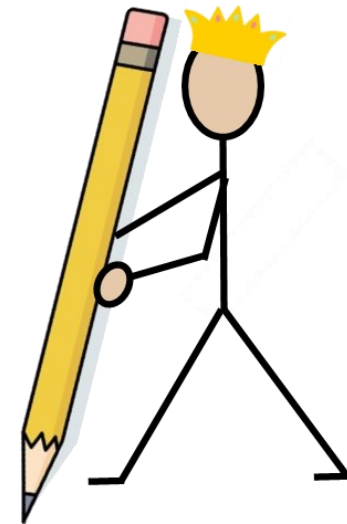
Pupils should be taught to

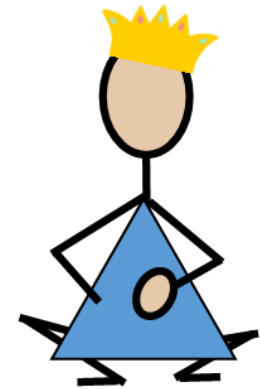
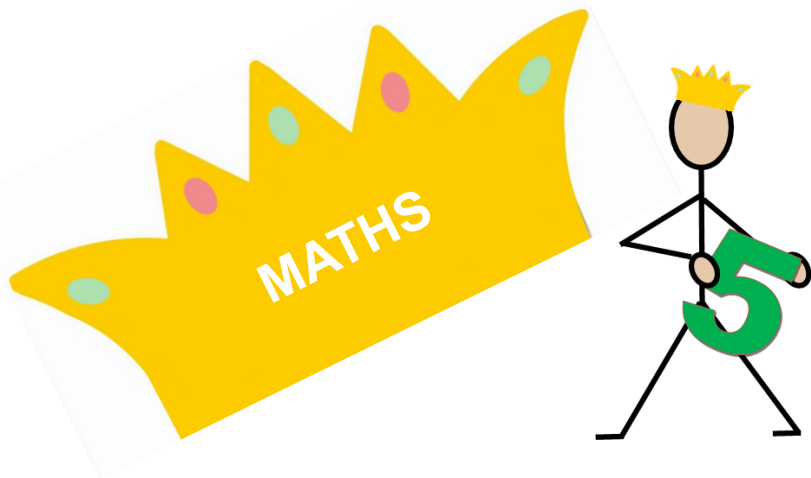
- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or with 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.





Number: experiencing number (visual, auditory and tactile experiences), toleration, experience number names including environmental numerals, adult modelling of number names, tracking.



Shape, Space and Measure: experiencing shape (visual, auditory and tactile experiences), toleration, experiencing size, experiencing objects in relation to each other including themselves e.g. stacking, banging objects together, filling and emptying containers.

Pre-maths: immediate object permanence, handles a range of objects, experiencing daily routines, anticipation, cause and effect.

Number: engaging with number (visual, auditory and tactile experiences), toleration, actively participation, reaction to change relating to number, showing an interest in numerals including environmental numerals, adult modelling of number names.



Shape, Space and Measure: engaging with shape (visual, auditory and tactile experiences), actively participation, reaction to change relating to shape, engaging with size, engaging with objects in relation to each other with more purpose eg building a tower.

Pre-maths: more developed object permanence, engages and uses a range of objects, follows daily routines, anticipation, cause and effect.



Number: saying counting words randomly, matching numerals, beginning to demonstrate one to one correspondence, experimenting with marks for numerals when counting, comparison between distinct quantities and 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, experiencing ordinal numbers.

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, beginning to use some positional language, identifying some simple 2D shapes.

Maths Skills: beginning to organise and categorise objects based on simple concepts, sequencing daily routines, e.g. now and next.



Number: one to one correspondence, comparison between groups of objects (more, less etc), identifying a wider range of numerals including environmental numerals, using number names and language spontaneously, recites higher numbers in order, matching numeral to quantity, represent numerals with fingers, marks or pictures, identifying numerals of personal significance e.g. age, subitizing, ordinal numbers.

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, identifying and naming some simple 2D shapes.

Maths Skills: organise and categorise objects, sequencing daily routines, e.g. 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).

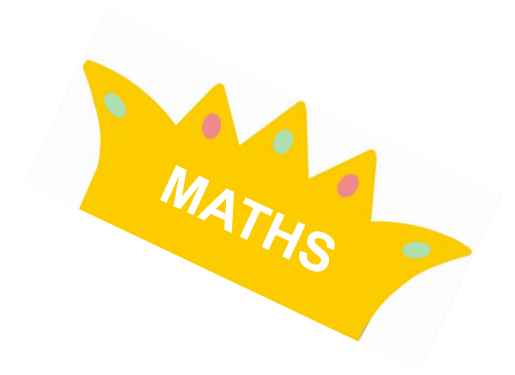


Standard 2

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 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:

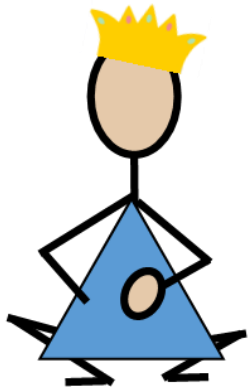
- Identify how many objects there are in a group of up to ten objects, recognising smaller groups on sight and counting the objects in larger groups up to ten.
- Demonstrate an understanding that the last number counted represents the total number of the count.
- Use real life materials e.g. apples or 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.

Teacher Assessment Frameworks End of Key Stage 1

Working towards expected standards

The pupil can:

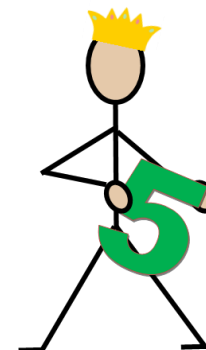
- Read and write numbers in numerals up to 100.
- Partition a two digit number into tens and ones to demonstrate an understanding of place value, so they may use structured resources to support them.
- Add and subtract two digit numbers and ones, and two digit numbers and tens, where no regrouping is 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.

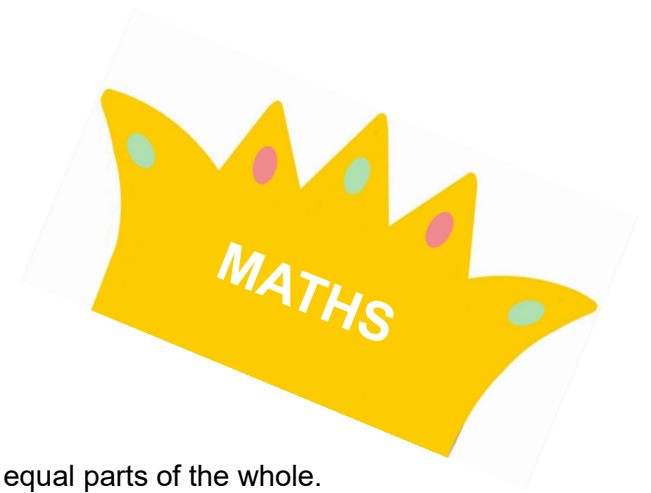

FORMAL

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

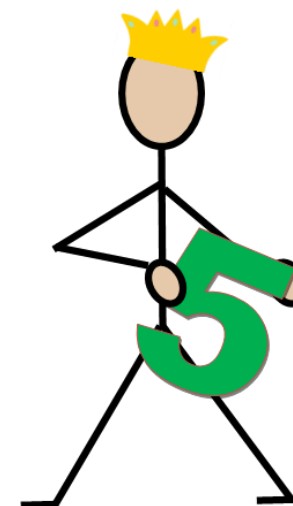
Pupils should be taught to:

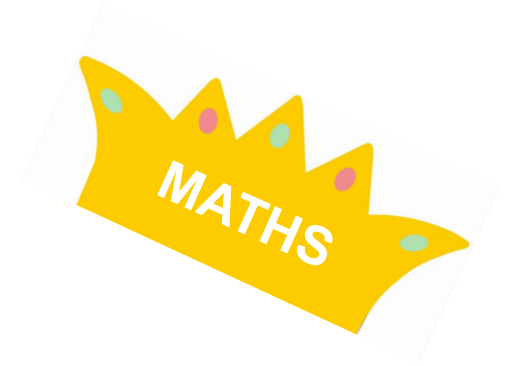
- Read, write and interpret mathematical statements involving addition, subtraction and equal signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two digit numbers to 20 including 0.
- Solve one step problems that involve addition and subtraction 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:

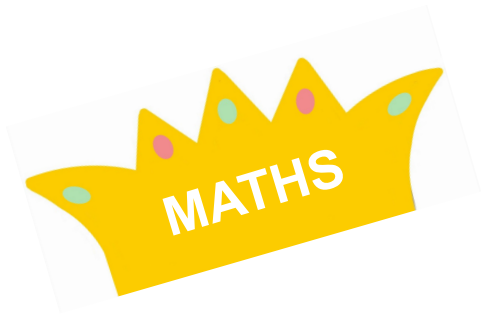
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

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

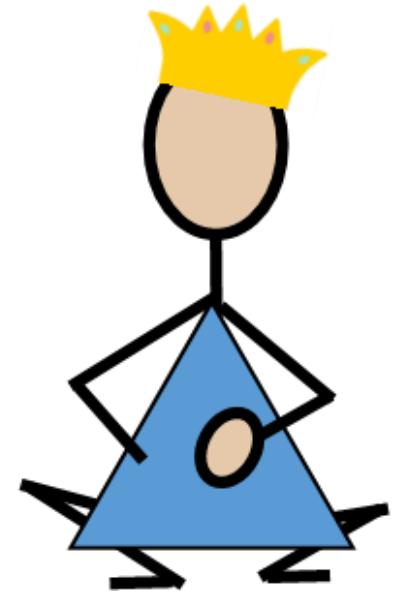
Pupils should be taught to:

- 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; experiencing 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.



Intensive Interaction, active participation with a range of environments, materials and objects, awareness (self, others and environments), routine; transitions; interacting with a range of environments, focusing and reacting, sensory integration.



Simple observation of people, animals etc, recognising familiar objects are used in different ways, small world play e.g. animals, key words including describing words (link to blank level 2), noticing some simple similarities, differences and changes.



More detailed observations of people, animals etc, communicating about what they have observed, 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.

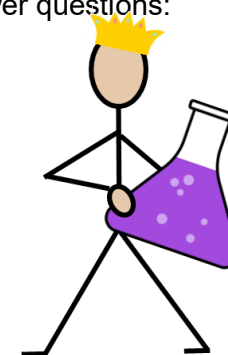
Use different types of scientific enquiry to gather and record data using simple equipment where appropriate to answer questions:

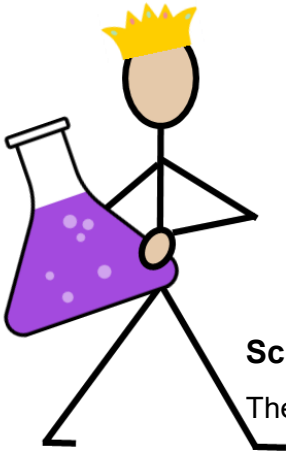


- Observing changes over time
- Noticing patterns
- Grouping and classifying things
- Carrying out simple comparative tests
- Finding things out using secondary sources of information

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.





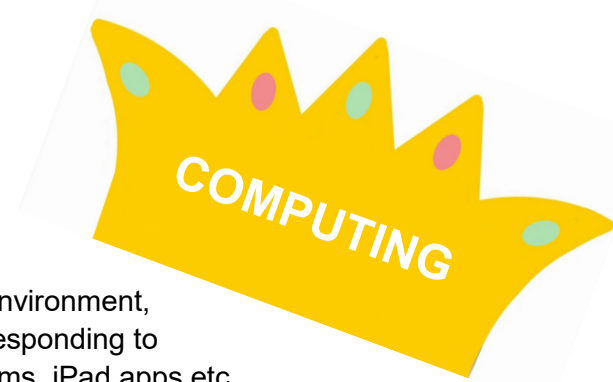
Science Content

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, 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.



Intensive Interaction, engaging with a range of environments, routine, transitions, purposefully engaging with lights, sounds etc, engaging with everyday technology, beginning to use basic functional skills, uses simple cause and effect equipment, internet safety - co-operating with being kept safe.



Engaging with more complex technology, actively engaging in everyday technology, learning to operate basic equipment correctly, operating mechanical toys, basic vocabulary, basic functional skills e.g. locating app, turning on and off, internet safety - responding to boundaries, beginning to have awareness of danger in wider environment.



Early coding, following simple instructions, simple functional skills e.g. navigating a familiar app / website, exiting a website, using a range of equipment correctly across the curriculum, complete a simple programme, identifying a range of technology, internet safety - awareness of danger and keeping self safe in wider environment.

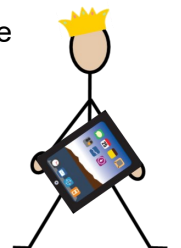
Following complex instructions, more complex functional skills e.g. saving, printing, keyboard skills, mouse pad skills, using apps appropriately, navigating the internet, internet safety, retrieval of information, uses appropriate hardware to interact with appropriate software, using a range of technology, selecting for a purpose a range of technology.

National Curriculum Key Stage 1

Pupil should be taught to:

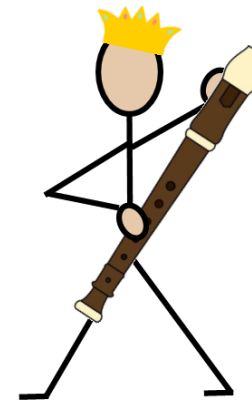


- Understand what algorithms are; how they are implemented as programs and digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully 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.





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



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



Imitation, engagement with a range of instruments and music, noticing changes, preferences for sounds.



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



Creating with more purpose and with increased complexity. Choosing instruments for particular reasons eg to make a specific sound for a soundtrack, combinations, recall, appropriate use of instruments, playing musical instruments in different ways (more extended ways - timbre, dynamics, begin to evaluate ideas and adapt.

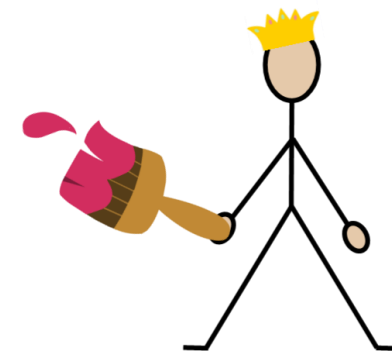
Generate and develop, sharing ideas, commenting, expression; evaluate ideas, adapting, presentations and performances.

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, awareness, toleration of different media, equipment, materials and resources, expressing self with physical action, anticipation, multi sensory approaches, about the process rather than end product.



Imitation, engagement with different media, equipment, materials and resources, more purposeful actions with body and tools, noticing changes, about the process rather than end product.



Joining in, creating, 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.



Creating with more purpose and with increased complexity, combining simple techniques, recall, beginning to evaluate ideas and adapt, beginning to be about the final product, generating ideas, engaging with a range of artists.

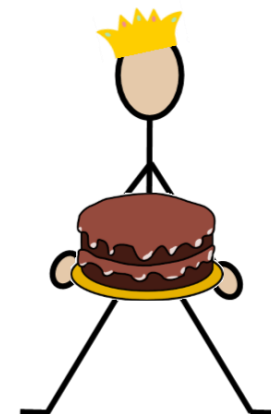
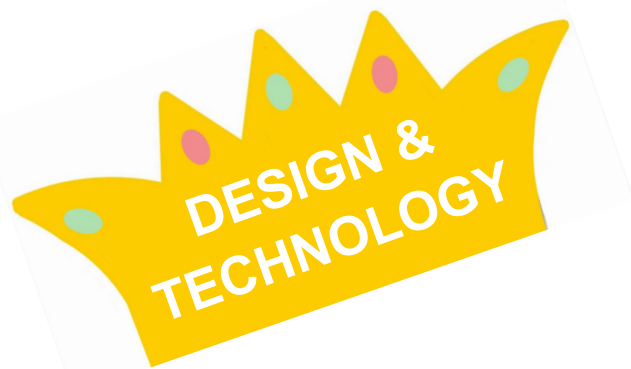
Choosing the intent, purposeful, combining simple and complex techniques, select and use a wide range of materials, appropriate use of techniques and tools, representational, spontaneous, generate and develop, model, sharing ideas, commenting, expression, techniques (texture, line, shape, form and space), 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, awareness, toleration of different media, equipment, materials and resources, expressing self with physical action and sound, anticipation.

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: imitation, noticing changes, engagement with different media, equipment, materials and resources, more purposeful actions with body and tools.

Cookery and Nutrition: exploring a wider range of foods using different senses including touch, smell, taste, sight, communicating choices.




Design and Technology: joining in, creating, cause and effect, focus and more engagement, simple techniques.

Cookery and Nutrition: identifying foods, communicating choices, basic cookery skills (spreading, cutting, pouring), following prompts to keep self safe.



Design and Technology: joining in, creating with more purpose and with increased complexity, combining simple techniques, recall, beginning to evaluate ideas and adapt, generating ideas, exploring a range of tools.

Cookery and Nutrition: communicating preferences, more complex and combined cookery skills, healthy eating, identifying dangers.



DESIGN & TECHNOLOGY

Design and Technology: construction, choosing, purposeful, combination simple and complex techniques, 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.

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.

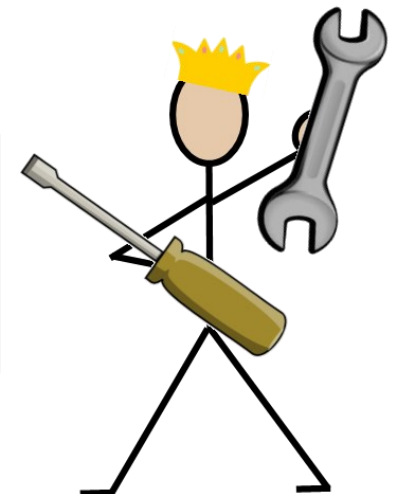
Technical Knowledge

- 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.





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



Intensive Interaction, accessing unfamiliar environments, recognising familiar people, building relationships with adults, routine and transitions (now and next).



Anticipating, showing interest, building relationships with peers, recall immediate past, basic vocabulary, routine (visual time-tables) introduction to major historical events and figures (including locality).



Recall of past e.g. weekend, previous day, recalling special events more complex vocabulary, recall of personal past, blank level 3 (sequencing), more detailed major historical events and figures (including locality), exploring customs (religious and cultural).

Similarities and differences, describing, commenting (including why), asking questions, extended knowledge of historical events and figures (including locality).

National Curriculum Key Stage 1

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.





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



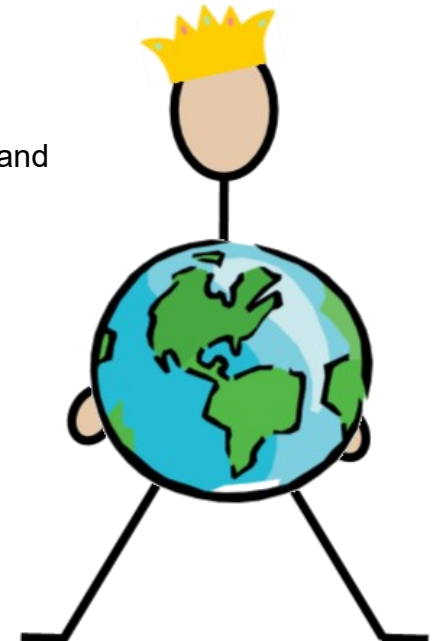
Intensive Interaction, engaging with familiar and unfamiliar environments, routines and transitions (now and next)



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



Recognising local area, features of local area, more complex knowledge about local area # and country, weather and seasons, more complex 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.





RELIGIOUS EDUCATION



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, relationships, accepting some boundaries linked to core words, distraction, de-escalation, IBP.



PRE-FORMAL

Attitudes: tolerating others, fleeting engagement with activities, engagement with favoured activities, expressing emotions through body language, gesture, facial expressions etc, exploring objects, demonstrating preferences and interests (objects of reference and motivating items), experiencing a variety of familiar places, awareness of others, building relationships with adults, Intensive Interaction, sensory exploration.

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

Religions, Festivals and Celebrations: engages with a range of festivals and celebrations, engaging in personal celebrations and others' celebrations, engage with music, drama and arts from a variety of cultures.

Behaviour Strategies (link to blank level understanding): sensory integration, relationships, core words, responding to some boundaries, distraction, de-escalation, beginning to use visuals to support understanding, IBP.



PRE-FORMAL+

Attitudes: rigid engagement with activities, engagement with wider range of activities, expressing emotions through body language, gesture, facial expressions etc, exploring objects, demonstrating preferences and interests (visuals and motivating items), experiencing a variety of familiar and unfamiliar places, awareness of others, building relationships with adults and peers, Intensive Interaction, sensory exploration.

Collective Worship: engaging in quiet time, relaxation sessions, sharing joint activities with others e.g. home songs, experiencing prayers, assemblies.

RELIGIOUS EDUCATION

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, basic knowledge about music, drama and arts from a variety of cultures.

SEMI-FORMAL

Behaviour Strategies (link to blank level understanding): key words, sensory regulation, emotional regulation, relationships, accepting and cooperating with some boundaries, tolerating short delays in needs being met, introduction of strategies to support motivation e.g. working for cards, short time related rewards, distraction, de-escalation, modelling appropriate behaviour, proactive strategies, IBP.

Attitudes: identifying basic emotions, making choices, personal significance e.g. favourite books, demonstrating preferences and interests (symbols, photos), developing relationships, PSHE, British Values and SMSC curriculum

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 simple prayers.



Religions, Festivals and Celebrations: basic understanding of objects from a range of faiths and beliefs, joining in with a wider range of celebrations, basic understanding of basic religious symbols and artefacts, engaging with a range of places of worship, more developed knowledge about music, drama and arts from a variety of cultures

SEMI-FORMAL+

Behaviour Strategies (link to blank level understanding): key words, emotional regulation, relationships, accepting and cooperating with a wider range of boundaries, tolerates delays in needs being met, strategies to support motivation to learn e.g. delayed rewards, developing own strategies, IBP.

Attitudes: identifying and communicating basic emotions, making choices, accepting other's choices, personal significance e.g. favourite books, demonstrating preferences and interests, tolerating differences, developing more complex relationships, PSHE, British Values and SMSC curriculum.

Collective Worship: beginning to reflect on actions and events, relaxation sessions, beginning to identify need for own strategies such as relaxation, assemblies, celebration of personal achievements, joining in with simple prayers.



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 behaviors and creating behaviour board, advanced emotions, links to RSE, British Values, SMSC curriculum, IBP.

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

Collective Worship: identify need for own strategies such as relaxation, assemblies, celebration of personal achievements, joining in with prayers, more sustained reflective quiet time (reflecting on actions and events), 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.

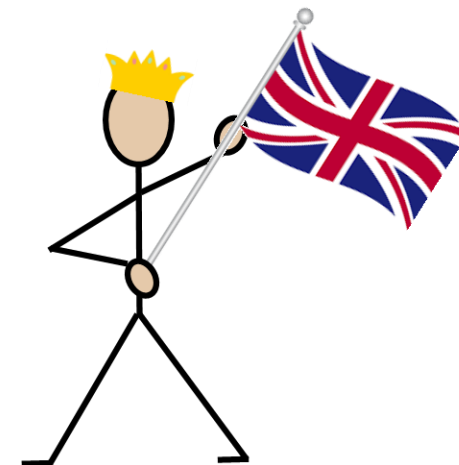


BRITISH VALUES

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 opportunities focusing on a variety of festivals and celebrations across different cultures and traditions which will change yearly.

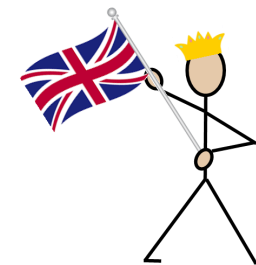


PRE-FORMAL

- Toleration of others, interacting with familiar adults, 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 Objects of Reference to support understanding, distraction, de-escalation, IBP, SCERTS - emotional mutual regulation, self soothing, accepting some boundaries, relationships.
- Individual celebrations and basic awareness of others.

PRE-FORMAL+

- Toleration of others, beginning to interact with familiar and unfamiliar adults and peers, engagement in activities including alongside others, Intensive Interaction.
- Engagement with activities linked to cultures, traditions and celebrations as well as their own.
- Visits to community - familiar and unfamiliar places.
- Motivating items and activities - child led activities and emerging adult led activities, choosing (demonstrating preferences and interests) - visuals, now and next, core words.
- Behaviour Strategies (link to blank level understanding) - sensory integration, using visuals to support understanding, distraction, de-escalation, IBP, SCERTS - emotional mutual regulation, self soothing, responding to some boundaries, relationships.
- Class celebrations.



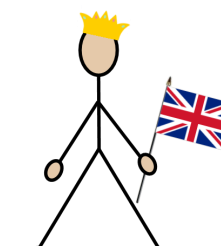
- Communication with others e.g. Makaton, PECS, Intensive Interaction, interacting with unfamiliar people, 'people who help us' topics - role play, visits from key persons, turn taking activities.
- Engagement with activities around other cultures, traditions and celebrations including their own, experiencing more specific cultural visits.
- Visits to community - unfamiliar places and choosing favourite places.
- Choosing (demonstrating preferences and interests) - verbal, PECS, Makaton etc, motivating items and working for activities and more 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, accepting and cooperating with a range of boundaries.
- Class and whole school celebrations - assembly, rewards, stickers etc



- More developed and complex 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.
- More detailed knowledge around other cultures, traditions and celebrations including their own.
- Engagement with more specific cultural visits linked to introduction to knowledge.
- Choosing (demonstrating preferences and interests) - verbal, PECS, Makaton etc, 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, accepting and cooperating with a wider range of boundaries.
- 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 a wider range of 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 behaviors and creating behaviour board, SCERTS - emotional self regulation.
- Class and whole school celebrations - assembly, rewards, stickers etc



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.

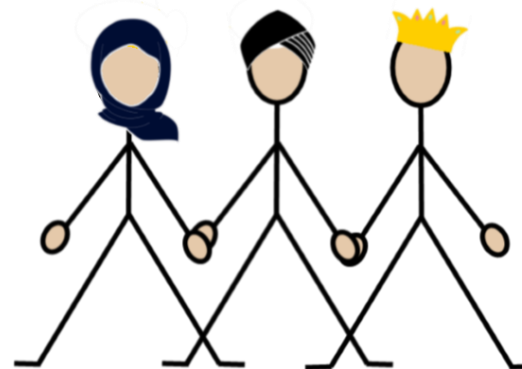
Understanding and appreciating personal influences.



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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- Individual celebrations and basic awareness of others.

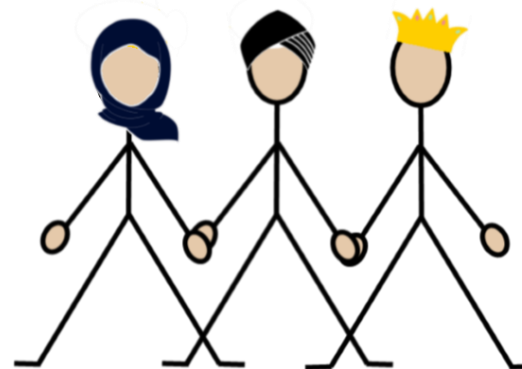


PRE-FORMAL+

- Toleration of others, beginning to interact with familiar and unfamiliar adults and peers, engagement in activities including alongside others, Intensive Interaction.
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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, responding to some boundaries, relationships.
- Class celebrations.



SMSC



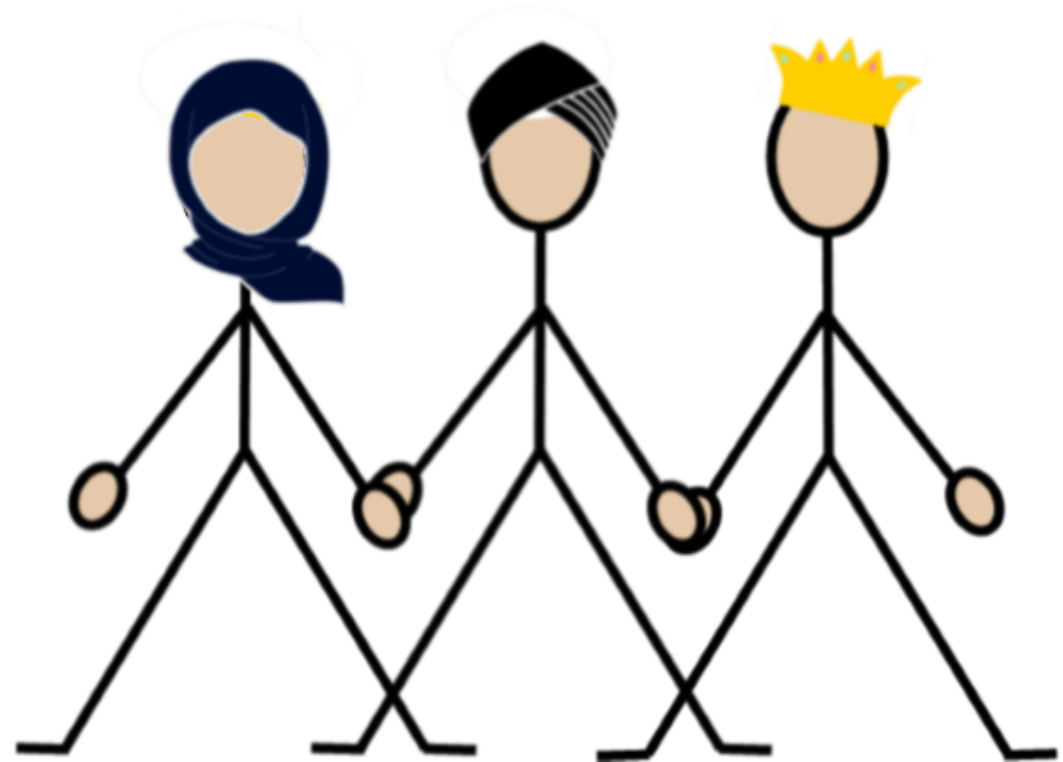

SEMI-FORMAL

- 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 working for activities and more adult led activities.
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- Class and whole school celebrations - assembly, rewards, stickers etc

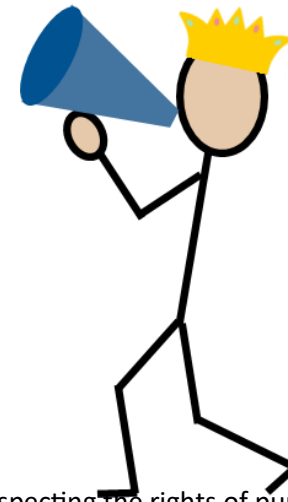


SEMI-FORMAL+

- More developed and complex 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.
- More detailed knowledge around other cultures, traditions and celebrations including their own.
- Engagement with more specific cultural visits linked to introduction to knowledge.
- Choosing (demonstrating preferences and interests) - verbal, PECS, Makaton etc, 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, accepting and cooperating with a wider range of boundaries.
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- 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 behaviors and creating behaviour board, SCERTS - emotional self regulation.
- Class and whole school celebrations - assembly, rewards, stickers etc



Choice making (gesture, body language, vocalisations, objects of reference, core vocabulary), 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 (visuals, communication boards, key words), 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, communication boards and key words 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.



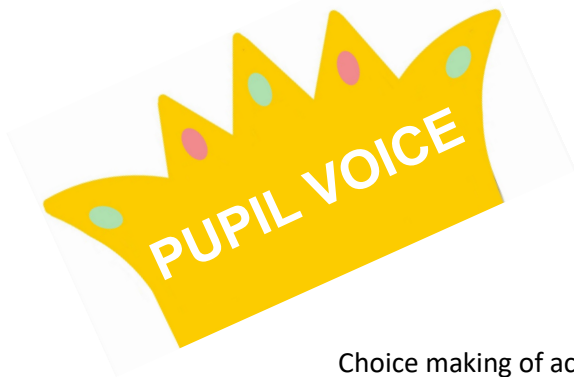
Choice making of activities (simple sentence level, communication boards), choosing who to play with and what to play with, responding consistently to likes and dislikes, initiating preferences and seeking out specific activities and avoiding non preferred activities, increasing the range of likes and dislikes.

Accepting and tolerating no is not always an option.

Beginning to vote on simple events e.g. topics, stars of the day.

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).

Self Evaluation (informal in a context of a specific activity) - vocalising likes, dislikes, easy and hard.



Choice making of activities (more complex sentence level, communication boards), 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 in more complex ways.

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) - confidence to ask for help, being specific around what help is needed.

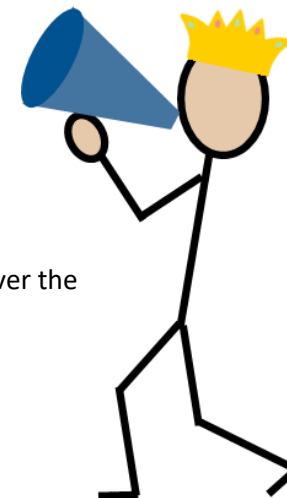
Accepting and tolerating no is not always an option and understanding the reasons behind the decision making

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 annual review question around what you need help with)

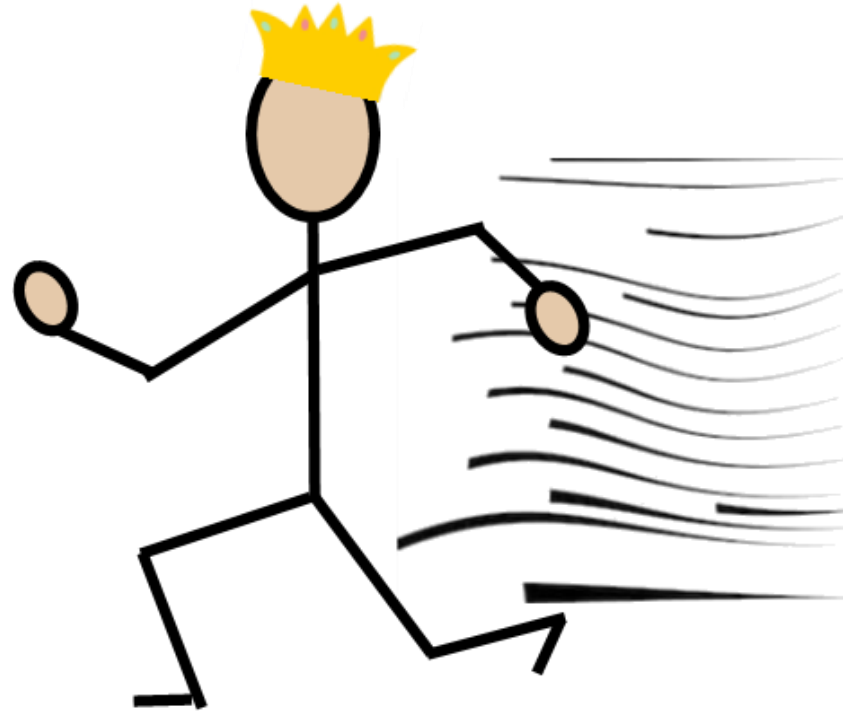
Self Evaluation - annual review questions more frequently through the year, reflecting on learning that has taken place over the last half term including the crown targets and IEP targets.



PHYSICAL DEVELOPMENT

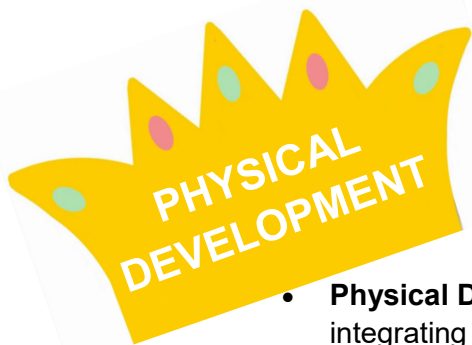
See separate swimming framework document for more information.

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, developing 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.
- **Physical Development Skills:** beginning to develop gross motor control, changes speed and direction, runs, squats, climbs, crawls etc
- **Swimming:** responding to water e.g. splashing, moving through, exploring 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.

PRE-FORMAL



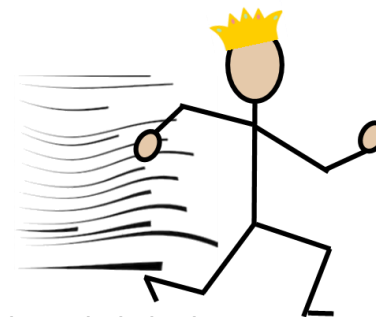
- **Physical Development Body Movement:** developing simple gross motor skills, participates in positioning, whole body movements, integrating the senses, increased control over movements.
- **Exploration:** engagement with objects and sensory experiences, manipulates objects in more complex ways, engages with objects and space around them, beginning to make connections between movements and objects e.g. build a small tower, mark making tools.
- **Physical Development Skills:** developing gross motor control, changes speed and direction with some accuracy e.g. runs, squats, climbs, crawls, turns pages of a book, makes marks with more purpose.
- **Swimming:** engage with objects in the pool, moving around the pool e.g. using rail, flotation aid, develop water confidence, cooperate with being kept safe in the pool e.g. arm bands, routines, micro and macro transitions, finishing activities.



- **Gross motor skills:** more developed and complex 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 some 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, beginning to balance, avoids obstacles by adjusting speed and direction.
- **Swimming:** tolerating submersion, safe entering and exit of the pool, controlled movements of body parts e.g. kicking legs, moving arms.



- **Gross motor skills:** developed and complex gross motor skills, combinations of skills, demonstrates control and co-ordination in combinations of large scale movements.
- **Fine motor skills:** uses one handed tools for more complex movements attempts to form most letters, demonstrates control and co-ordination in small scale movements.
- **Physical Development Skills:** moves in different ways confidently and combines movements, more sustained balance.
- **Swimming:** controlled movements of body parts in combined movements e.g. kicking legs and moving arms.



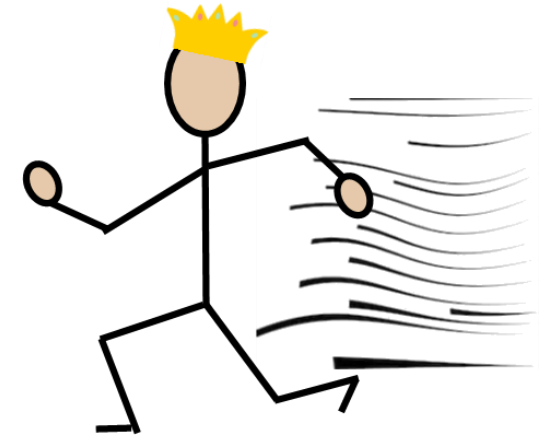


PHYSICAL DEVELOPMENT

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:

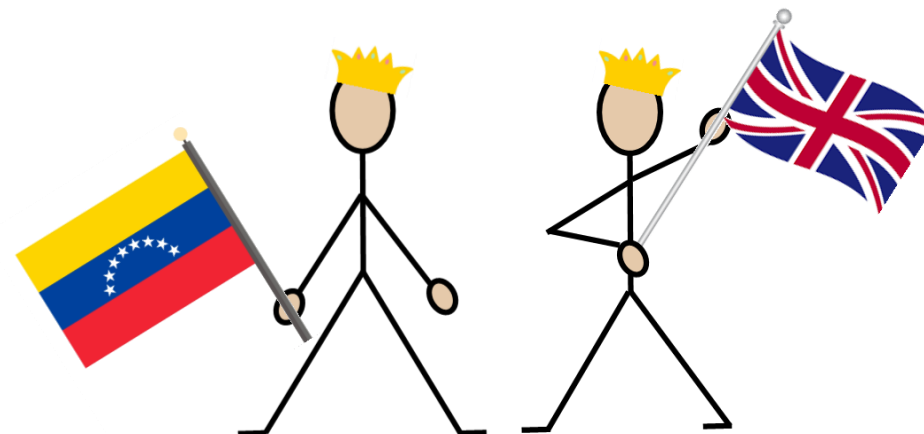
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement 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.



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 most pathways.



Exploration, encounter 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, key words and activities linked to Spain e.g. food and music



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



Beginning to imitate some simple functional vocabulary e.g. numbers, colours, days of the week, weather, some simple knowledge about Spain



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, introduction of simple written language.



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.



Unoccupied and Solitary Play



PRE-FORMAL

Interactive play (with adults): fleetingly engages in solitary play, tolerates the company of an adult whilst playing, responds to '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, beginning to engage in a simple joint attention game.

Object play: fleetingly plays with tactile and sensory toys, plays unsystematically with toys, begins to make a toy work e.g. shakes a rattle.



PRE-FORMAL+

Solitary and Parallel Play

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, takes 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, beginning to play systematically with toys.

Associative Play



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, beginning to 'talk' with each other and comment on play.

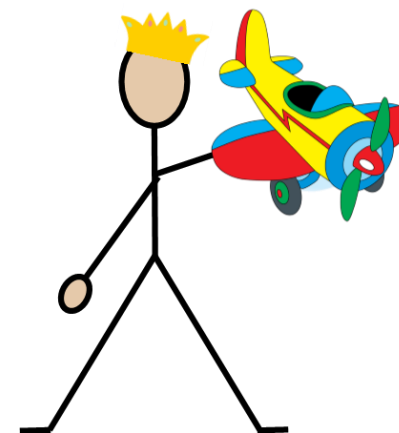
Object Play: plays with intent, completes simple games or activities, searches for and finds objects to play with, uses real objects in imitation e.g. uses hair brush to brush own hair.



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.



Associative and Social Play



SEMI-FORMAL+

Interactive Play (with peers): seeks out other children to play, beginning to maintain play with other children, copes with play coming to an end, following rules and routines of play, organising play, communicates with others, respecting other's property, more willing to share, beginning to cope 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.

Social Play



FORMAL

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

Imaginative Play: develops and engages in more complex small world play, joins in with less familiar and predictable make believe routines.

EDUCATIONAL VISITS

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.

Educational visits will support developing varied interests and motivators.



- Encountering and tolerating different environments and sensory experiences.
- Making sense of and responding to different environments.
- Repeating and rehearsing skills in different environments.



- Recall of familiar environments.
- Beginning to experience a wider range of familiar and unfamiliar environments.
- Repeating and rehearsing skills in different environments.



- Experiencing and interacting with different environments.
- Functional learning in different environments.
- Independent living skills.



- Beginning to understand different environments, places and their functions.
- Generalise learning and subject specific targets.
- Independent living skills.



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

