

Building On		Finding Things Out				Communicating My Ideas		Design and Create		Understanding my World		My Wellbeing	
Reaching Higher	Maths	Science	Computing	Literacy	Drama	Music	Art	DT	Humanities	Citizenship	PSHE	PE	
Building on	<p>Finding Things Out Counting and properties of number Pupils should have opportunities to; join in with number songs - counting, body percussion clapping, copy actions or follow a simple sequence. Count to find a quantity. Explore more and less. Recognise and count numerals up to 5. Begin to use ordinal numbers. Begin to record numbers</p>	<p>Measure Group and classify objects according to size. Explore objects, position and relationships, stacking, building etc. Become familiar with the names of 2D and 3D shapes. Explore capacity understanding the concept of full and empty. Explore measurement; tall, short, long Explore weight and mass exploring heavy and light Explore coin recognition and values</p> <p>Geometry Begin to understand position and the relationship between objects</p>	<p>Exploration Explore movement through pushing and pulling. Remember responses and apply knowledge in similar situations. Describe characteristics and make simple observations for example communicate awareness of change in light, sound or movement. Show interest in living things, handling, observing or commenting. To explore images and videos, through different medias To develop knowledge of and interact with technology of various forms Begin to explore different technology formats through different modes.</p>	<p>Problem solving Recall what has been seen or heard. Show awareness of similarities and differences, notice change, e.g. position, shape or number Follow models and join in familiar activities, anticipate what to do or what is next with contextual cues. Explore objects and materials, experiment with physical changes. Show that simple actions produce predictable results.</p>	<p>Communicating My Ideas Explore cause and effect and use known actions to produce predictable results. Operate devices, record and store information. Use specific programs to manipulate images and alter appearance. To interact with various formats of technology using hardware. To understand various types of technology we interact with. Make sections to communicate meaning and understandings. Select, sequence and annotate to describe experiences, tell stories or make future plans. Develop consistent responses, making choices, requests and expressing opinions. Take control of environment, and opportunities. Interact with a device/ program to purposefully cause a reaction. To use a program to create an individual piece of work. Be able to navigate/ manipulate the environment they are interacting with.</p>	<p>Reading and writing Reading: Explore a range of texts fiction, non-fiction poetry. Begin to understand the function of a book. Begin to take meaning from social sight words. Recognises some sounds, CVC words and words such as own name. Relate story to own experiences Hold books and turn pages if appropriate. Can point to or find specific word on request Recognises a beginning, a middle and an end in stories</p> <p>Writing: Forms letters correctly from memory Writes names with a capital letter</p> <p>Grammar: Introduce speech punctuation (grammar) Use/mark correct tense when communicating with AAC (Grammar) Develop understanding of sentence structure, with spaces, capitals and punctuation</p> <p>Speaking & Listening (Including use of AAC) Listen & respond Share opinion Request a turn Initiate & respond to comments Listen to other in a group context with independence Follow instructions with 2/3 key words Use variety of pronouns</p>	<p>Design & Create Explore materials and techniques. Be intentional in the ways in which they explore and use materials or objects. Begin to create systematically, repeating actions to get the same effect. Follow a model, try to imitate actions of others. Join in and take turns in creative activities. Contribute ideas and respond to the contributions of others. Copy, imitate, respond to the actions of others and explore creativity as part of a group. Explore new ways of making music and art. Use a variety of materials, tools and instruments to engage in creative activities Begin to use things creatively, modelling, music and mark making. Explore different ways things can be used, manipulating them, noticing and recording the effect we have. Explore things systematically, remembering effects and outcomes, use thins knowledge later Know and respond to start and stop and other simple creative instructions. Pretend play using props and tools in role play, know when they or others are in role. Pretend to be other people or animals, use props for alternative purposes. Respond to different options. Show preferences and make choices. Begin to use these preferences when designing or creating Show interest in an increasing range of activities, take part in familiar and routine activities. Build, shape and mould, exploring materials and limits, seek to repeat and perhaps improve design. Explore devices that can capture and record information. To use various methods of accessible technology to allow them to create music</p>						
	<p>Understanding My World To be aware how technology impact our world and what counts as technology. To explore different methods of interacting with technology. To appreciate and describe diversity in our community and the wider world. Study the local environment, identify weather patterns in seasons and interpret forecast. To explore London, other cities and countries – learn about landmarks, culture, food, traditions and language. Use and draw maps, plans using apps and maps. To explore different methods of interacting with technology. To use technology to communicate, present and display work. To use technology to control things. Understand that everyone has rights To begin to understand that there are different ways of living and that everyone has rights. To understand rules and begin to gain an understanding of what democracy is. Know own view and begin to express opinions Know that own view is important and has a right to be heard, but you are one voice amongst many</p>	<p>My Wellbeing Begin to take responsibility for physical wellbeing set targets and with support monitor own progress Further develop skill, control of body and finer manipulation Be able to select and use, skills, tactics, talents and ideas Know what needs to be achieved and plan how to do that Work alone and in a team using strategies appropriate to the situation Learning to deal with difficult emotions. Exploring and applying strategies to regulate mood and feelings. Recognise personal appearance and how choices we make can express our personality and characteristics. Understand the importance of health, hygiene and fitness, take control of some things in this area and make informed decisions. Understand the effect of diet, activity, drugs, alcohol, stress and relaxation on wellbeing. Understand personal qualities of self and of others. Understand what is meant by hobbies and explore and experience options Plan and prepare to join in different activities Express emotions and describe feelings where appropriate control and manage emotional state.</p>											

Reaching Higher	<p>Maths Number Count in 2s,3s, 5s and 10s with confidence. Know 2, 5 and 10 times tables with confidence and explore others. Use place value Know number bonds to 20 and extend to complements to 50 and 100. Add and subtract numbers to at least 100. Add and subtract using concrete, pictorial and mental methods Recognise and apply inverse relationship between addition and subtraction and use this to check answers. Use the inverse to solve missing number problems. To apply skills in order be able to solve simple word problems involving the four rules of number</p> <p>Measurement Choose appropriate standard units to estimate and measure to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using more than, less than and equals. Use £ and p notation; combine coins and find different combinations to make totals Solve problems, including additional and subtraction of money. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Tell the time to the nearest 5 minutes, including quarter past and quarter to. Use vocabulary such as AM/PM, morning, afternoon, noon and midnight. Know the number of minutes in an hours, days in a month, months in a year, hours in a day etc.</p> <p>Geometry identify and describe 2D and 3D shapes compare and sort shapes and everyday objects identify lines of symmetry in 2D shapes arrange shapes in patterns/sequences use vocabulary of position,</p>	<p>Science Living Organisms Cells as the fundamental unit of life and their structure, similarities between animal and plant cells Hierarchical organisation, cells, tissues, organs, systems Human systems - skeletal and muscular, digestive, circulatory and respiratory systems. Adaptations of systems to function Importance of skeletal and muscular systems in support, protection, movement, making blood cells Balanced and healthy diet- effects of diet, due, tobacco etc. Plant structure, nutrition and gas exchange Reproduction and the reproductive system in humans and plants DNA</p> <p>Material Cycles and Energy Photosynthesis and the adaptation of leaves Respiration in animals and plants Interdependence in ecosystems, in terms of energy and animals for reproduction in plants Environmental effects on populations</p> <p>Chemistry States of matter and the particle model Pure, impure substances, mixtures, dissolving and diffusion Separation - filtration, evaporation, distillation, chromatography Reactions as the rearrangement of atoms, representing them with equations and formulae Relations of acids, metals and alkalis The periodic table and patterns within it Composition and structure of the earth and the atmosphere Rock cycle and earth's resources</p> <p>Physics Forces, Pushes and pulls, measuring forces, motion and machines Sound and light as waves Current and static electricity The earth, gravity, seasons and years, our place in the galaxy</p> <p>Electricity Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and on/off position of switches. Use recognised symbols when representing a circuit in a diagram.</p>	<p>Computing To be able to use functional tools and icons on a variety of software and devices. To be able to use editing Apps and software that will change and effect the image/appearance of subject. Take part in editing and controlling physical systems. Create a set of instructions to control devices and achieve outcome. Collect and enter data, create graphs and use these to answer questions. To be able to apply problem solving skills when accessing a variety of systems. To use skills to be able to navigate, identify links, search engines and use tools associated with web base software. To be able to input information into various software platforms.</p> <p>Discuss social media platforms and learn how they are used and the effectiveness of them yet also being aware of the security aspect. To become an efficient user of various forms of electronic communication such as: text, email, video message and devices that can record and save images and videos. Have a clear understanding of how technology impact social, work life and how It has become an important part of everyday modern life. Consider how computing has evolved and look towards the future. To be able to program a device/ program to make it move or react in a certain way, following a set of instructions.</p>	<p>Literacy Reading Read a wide variety of literature - fiction, non-fiction, poetry, letters, newspapers Choosing and reading books for challenge interest and enjoyment Re-reading books for familiarity Objectives To select familiar literature and poetry for pleasure To be able to suggest reasons for a character's motivations and back up opinions with quotes form texts. To be able to see beyond the literal when reading.</p> <p>Writing Stories, scripts, instructions poetry and imaginative writing Functional writing- letters, application forms, appointments, emails, stories, scripts, instructions and advertising. Notes and scripts for talks and presentations Understand conventions for formal and informal writing- to be able to effectively shift formality. Application of growing vocabulary to writing, making apt word choices. Make writing longer and more sustained. To plan and organise work into linked paragraphs. To show awareness and understanding of advanced grammar and punctuation Use phonological awareness to write more complex words To spell words with pre-fixes and suffixes with accuracy. To edit and improve writing. To write phrases, lists, letters and captions for a range of purposes To use a range of literary devices to write imaginatively and descriptively, for example to use metaphors, similes, adjectives and similes. To be able to write an effective balanced argument or discussion text. To use tenses accurately.</p>	<p>Drama & Music Music Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions To explore a range of musical styles, genres and traditions Begin to use simple notation Repeat and create short rhythmic phrases. Create short melodic patterns. Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform. Continue to identify pitch/dynamics and timbre as elements of music. To continue to identify rhythm and pulse.</p>	<p>Art & Design Art Students will learn about the history of art, craft, design and architecture from ancient times to the present day. They will learn about influential artists, designers and architects. Students will use a range of medium and techniques including drawing, painting and sculpture. Students may use sketchbooks to collect, record, review and evaluate ideas. They will have the opportunity to improve their skills in a variety of different media and learn new techniques. They will evaluate their own work and the work of others.</p> <p>Design & Technology Communicate design ideas in various ways Use a wider range of tools and materials Evaluate existing products and improve own products Build and strengthen more complex structures Use mechanical, electrical and computer systems in own products Generate ideas to meet different needs. Make realistic, detailed plans, including for example labels, to explain what they want to make in more depth. Adapt their product during the 'design and make' process. Understand and apply principles of healthy diet Prepare and cook simple and healthy meals Follow simple recipes and know how to measure and weigh accurately Understand seasonality</p>
-----------------	---	---	--	--	--	--

<p>direction and movement. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise).</p> <p>Statistics Interpret and draw simple pictograms, venn diagrams, tally charts, block diagrams and tables, ask and answer comparison and totaling questions. Organise concrete or symbolic information so that it can be understood and used Collect information to solve simple problems Record data with bar chart, pictogram or Venn diagrams To understand how to read and interpret a simple scale (e.g. TV volume display)</p> <p>Fractions Recognise & use $\frac{1}{2}$, $\frac{1}{4}$, and other common fractions including tenths. Begin to add and subtract fractions with the same denominator.</p> <p>NB Students following an extension programme (GCSE or functional skills) Will be following their own individual SOW.</p>	<p>Working scientifically/Enquiry skills</p> <p>Talk about how scientific ideas have developed over time. Ask own questions about scientific phenomena they are studying and think about how to answer these questions Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Use and develop keys and identify patterns in the natural environment. Use secondary sources and separate fact from opinion. Use a range of scientific equipment to take accurate/precise readings or measurements, repeating if appropriate. Decide how to record data and results using diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Make own decisions about what observations to make, what measurements to use and how long to make them for. Present findings and draw conclusions and then raise further questions that could be investigated based on their data and observations. Use scientific language and ideas to explain, evaluate and communicate their methods</p> <p>Ext Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. Understand that scientific methods and theories are modified to take account of new evidence and ideas. Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables where appropriate. Apply mathematical concepts and calculate results. Present reasoned explanations, including explaining data in relation to predictions and hypotheses. Evaluate data, showing awareness of potential sources of random and systematic error.</p>	<p>E-Safety- To demonstrate awareness of how to use the internet safely, with focus on, personal data, privacy and how to bring up concerns To look at a how safe practice on social media can be achieved To of become aware that what can is on the internet is not always factually correct. Understand and respect that online is a platform for communication and respect different people views. Be aware of a digital footprint and what your responsibilities are whilst using the internet and also computers</p>	<p>Spoken language Listen and respond appropriately. Use of Standard English in a range of formal and informal contexts, including classroom discussion Participate actively in conversations and discussions including discussion and debate Give short speeches and presentations, expressing own ideas and keeping to the point Improvising, rehearsing and performing play scripts and poetry in order to generate language, using role, intonation, tone volume mood, silence, stillness and action to add impact, or AAC system. Listen and respond appropriately Build vocabulary To confidently use the phone for a range of reasons. To understand the dangers of marketing ploys /scams and know that passwords and pin codes may need to be given when using the phone.</p>		
--	--	---	---	--	--

Reaching Higher	<p>Humanities</p> <p>History To develop an understanding of the similarities and differences between different times in the past To place some events, people and changes into correct periods of time To consider significant events and people from British, European and world history and why events or actions happened Sequence describe main changes and events within a period of time being studied. Use historical vocabulary Explain why changes have occurred and the consequences of these changes. Compare different versions of the same event and give reasons why they may be represented differently. Evaluate different sources to reach a balanced conclusion</p> <p>Geography Locate the world’s countries, focusing on Europe and the Americas Study UK counties, cities, regions, physical features, land use and changes over time Identify the lines and zones on a globe, including time zones Compare a UK region with one in Europe and one in the America Understand key aspects of physical and human geography Use maps, atlases, globes and digital/compute mapping Use a range of methods to study the local area Experience, explore and investigate a range of localities, comparing to their own environment Appreciate differences between two areas Study an issue of topical significance (e.g. flood, earthquake) Use more abstract vocab for example commuter village, erosion etc. Use 4 or 6 figure co-ordinates, straight line distance, longitude and latitude. Use a range of sources as well as satellite images and web cams. Use relief maps and contours. Draw plans and maps at arrange of scales using OS standard symbols. Describe and compare places and environments in different parts of the world. Explain how places are interdependent. Describe how places might change in the future and how places are interdependent Recognise processes (erosion etc) and explain how these cause change. Discuss the impact that arises from physical and human changes.</p> <p>RE Demonstrate some knowledge of key religious beliefs, ideas and teachings Describe what messages and meanings are expressed through some religious stories and symbols. Explain what is involved in belonging to a faith community in terms of practices and lifestyles.</p>	<p>Citizenship Learn about: the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the operation of Parliament, including voting and elections, and the role of political parties the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities The functions and uses of money, the importance and practice of budgeting, and managing risk. To gain an awareness of how to use online banking safely and pay bills , use a bank card and write cheques for example E-safety</p> <p>Developing confidence and responsibility Making the most of their abilities, communicating opinions and views. Recognising positive things and achievements of self and others. Face challenges positively by collecting information, looking for help, making responsible choices, and taking action. To look after their money and realise that future wants and needs may be met through saving. To learn how to safely complete household tasks such as washing and ironing clothes.</p> <p>Preparing to play an active role as citizens To research, discuss and debate topical issues, problems and events; Understand why we have b. why and how rules and laws are made and enforced. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; to reflect on spiritual, moral, social, and cultural issues. To resolve differences by looking at alternatives, making decisions and explaining choices; what democracy is, to recognise the role of voluntary, community and pressure groups. Developing good relationships and respecting the differences between people Learning what is meant by community Learning about stereotyping, prejudice and discrimination.</p>	<p>PSHE</p> <p>Personal Awareness – All About Me Be able to recognise personal qualities Understand impact of own behavior on others</p> <p>Rights and Self Advocacy Appreciate own right, and others’ rights, to be heard Understand that people have rights. Know own views. Know how to have own view or need heard (particularly in terms of directing a PA) Develop control of body and finer manipulation skills To able to select and use skills, tactics and ideas respond with body & mind. Aim towards goals and what needs to be achieved Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle</p>	<p>PE Develop control of body and finer manipulation skills Be able to select and use skills, tactics and ideas respond with body & mind. Aim towards goals and what needs to be achieved Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle</p> <p>Maintaining postures To develop and sustain pupils’ ability to maintain postures, as directed by physiotherapists in pupils individual physical plans. Positioning programmes may include: Lying on their stomach (prone), lying on their back (supine), lying on their side, sitting in a chair, sitting on a flat surface, sitting on the floor, kneeling and standing in a standing frame etc.</p> <p>Motor abilities To develop and sustain pupils’ motor abilities, as directed by physiotherapists and occupational therapists in pupils individual physical plans. Motor skills programmes may include developing pupils abilities to make and sustain movements in the following areas: head, arms, hands, legs, trunk</p> <p>Physical participation To participate actively in daily routines (dressing, undressing, personal care, eating, drinking)-if it is appropriate. To experience and become familiar with a range of settings in the school and local community.</p> <p>Independence To develop and sustain movement to promote independence, as directed by physiotherapists and occupational therapists in pupils’ individual physical plans. Independent movement programmes may include: walking, moving between postures, using a walker, wheelchair mobility, floor mobility, hand and arm function.</p>
	<p>Social and emotional wellbeing - PSHE safeguarding/British values/ RSE Cognition and learning - Creative curriculum (DT /art/music/drama) Humanities (geography/history) Computing Science RE Maths Literacy Communication Physical wellbeing</p>			

NB The curriculum should be driven by the needs, ability and interests of the particular class that is being taught. Although broad themes should stay the same, some aspects of the curriculum will not be suitable for all classes and pupils and this should be left to an individual teacher’s discretion.