Curriculum Skill Set Three

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	**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 some numerals Begin to use ordinal numbers. Begin to record numbers if appropriate.	**Measure** Group and classify objects according to size. Explore objects, position and relationships, stacking, building etc. Become familiar with the names of common 2D and 3D shapes. Explore measurement; tall, short, long. Explore weight and mass exploring heavy and light. Explore coin recognition and value Explore capacity, understanding the concept of full and empty. **Geometry** Begin to understand position and the relationship between objects	**Exploration** Explore movement through pushing and pulling. Remember responses and apply knowledge in similar situations. Describe simple observations. Communicate awareness of change in light sound or movement for example. Show interest in living things, handling, observing or commenting. Explore images and videos, through different medias. Develop knowledge of, and interact with, technology of various forms. Begin to explore different technology formats through different modes. Explore with senses	**Problem solving** Demonstrate understanding of object permanence, 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.	**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 Begin to develop inner reading voice To interact with a device/ program to purposefully cause a reaction. To use a programme to create an individual piece of work. Be able to navigate/ manipulate the environment they are interacting with.	**Reading and writing** **Reading:** Explore a range of texts fiction, non-fiction poetry Become aware of print around the school/classroom. Understand symbols convey meaning ie 'now' and 'then'. Begin to relate story to own familiar experiences Hold books and turn pages Can point to or find some familiar/ specific words on request Recognises a beginning, middle and end in very familiar stories and shows anticipation. **Writing:** Forms letters correctly from memory Writes names with a capital letter **Grammar:** Introduce speech punctuation (grammar) Use/mark correct tense when communicating with AAC (Grammar) Develop understanding of sentence structure, with spaces, capitals and punctuation **Speaking & Listening (Including use of AAC)** Listen & respond Share an opinion Request a turn Initiate & respond to comments Listen in group context, to others with independence Follow instructions with 2/3 key words Develop confidence when using pronouns such as I, we, they etc	**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 and use this 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. Make marks and actions intentionally. Develop awareness of their actions when using a programs. Explore devices that can capture and record information. To use various methods of accessible technology to allow them to create music

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Building on	**Understanding My World** Know familiar places and people, including in the local community. Understand and describe different places/environments or habitats. Know where to go in our own environment for particular things and that particular places may have a particular purpose. Develop an understanding about caring for our environment and living together in community Handle and explore artefacts, comment and classify, understand some are natural and others are made. To explore how technology is all around us and part of our everyday life To look how technology has changed through the years. Describe features of different places, cultures, religions and periods in time and longer in periods of history. Comment on differences and begin to explain why these occur. Encounter the diversity of human experiences through time place and culture, related to school, local community, nationally and internationally. Express feelings needs and opinions in relation to things we explore and experience Work with others, respond to ideas and opinions, share ideas and experiences.	**My Wellbeing** To develop sense of self and our place in different groups, family, friends, school, community etc. Respond to others in the group, their views, opinions and needs. Cooperate in small groups. Show concern and be able to respond to the needs of others. Explore what it means to negotiate and compromise Understand the changes that happen as we grow. Understand the benefits of being healthy and personal hygiene. Know that some things, (tobacco, alcohol) have a negative effect on the body Join in physical exercise Actively participate in PE and physiotherapy programmes Begin to take responsibility for physical wellbeing. Learning to deal with difficult emotions. Exploring and applying strategies to regulate mood and feelings.

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Reaching Higher	**Maths** **Number** To recognise sequences in familiar activities and contexts (e.g. sequence food sections in the supermarket) To develop a consistent response to number related vocabulary, add two, take three, count four, group etc To identify errors in their own or others counting To use counting to make sets To compare amounts, count on or back to calculate how many more or less To count on to calculate change Respond to and use common mathematical symbols To develop mental representations based on concrete objects or familiar events To apply counting skills to making sets Add and subtract numbers to at least 20 To practise adding and subtracting in practical contexts. To count with more confidence and accuracy To recognise coins and notes To be confident in counting in 2s, 5s and 10s. To introduce the concept of times tables and multiplication using concrete apparatus and pictorial aids. To introduce division using concrete apparatus. **Geometry** To manipulate objects, explore and use different approaches to overcome difficulties when solving problems of space, shape or measure (e.g. use items as containers, turn items round to fit into a space, press air out of the item to reduce its size). Use mathematical cues to identify an item (e.g. select an object from a set when given clues about is shape or size). Make comparisons, estimate and use standard measure in everyday activities (e.g. to weigh ingredients, to mark out a given gardening plot). To respond to, use and	**Science** **Living things** Describe classification and groupings of living things, explore similarities and differences and give reasons for groupings – use keys etc. Name, locate and describe main parts of digestive, musculoskeletal and circulatory system Describe life cycle of a variety of animals and plants, including recognising differences Recognise offspring are simper but have differences. Name, locate and describe functions of main parts of plants including those involved in reproduction and transporting water and nutrients. Identify how living things are adapted to their environment and the impact of the environment on living things. Introduce ideas of inheritance, variation and adaptation and evolution (if appropriate). Describe how humans change as we age. Describe structure and function of circulatory system, including transport of nutrients. Recognise impact of diet, exercise, drugs and lifestyle on the way bodies function. **Materials** **Group and identify materials, including rocks.** Compare and group by properties - hardness, solubility, magnetism, conductivity. Make and recover materials from solutions (filtering) Use knowledge of states of matter to separate materials, demonstrate reversible changes (for example water cycle) Explain some changes result in formation of new materials and that these changes are not usually reversible **Earth, Space & Forces** Describe movement of planets relative to the sun and moon and Earth Use Earth's rotation to describe day and night and apparent movement of sun across the sky Explain objects fall to earth because of gravity and identify effects of air and water resistance Explore mechanisms that allow smaller forces to have greater effect e.g. levers, pulleys. (link to DT) **Light** Recognise light appears to travel in straight lines, objects are seen because they reflect light into our eyes Use idea of light travelling in straight lines to explain why shadows have same shape as object	**Computing** To be able to use save information on the computer on various programs. To be able to show understanding of an increased range of icons on the computer and apply knowledge of them across platforms and devices. To be able to take part in programs where you have to manipulate the users face, changing how it looks, where items are. To be able to use reasoning and problem solving skills when using programs and devices, to be aware of errors and correct them. To develop the ability to navigate and search websites To use various types of software to input information. To be able to complete the start-up procedure of the hardware they are using, Put together basic instructions to make things happen. Explore data presented indifferent forms. Including logging on and off. To explore the wider uses of social media and develop skills in using it. Sharing images, video, streaming etc. Look at various other methods of communication such as: text, email, how to construct, send and receive them. Develop skills using devices that can record or take images, explore different modes. Gain an understanding of how important technology is and how it impacts social, work life. To be able to program a device/ program to make it move or react in a certain way, following instructions. Be aware of sequencing and the needing to complete one to make a reaction and problem solve if it does not go in the correct way. **E-Safety** To be able to show awareness of how to use the internet safely Learn about keep personal data secure. Look at safe practice on social media and what to do if concerned To 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 publishing items online. Know safe search engines to use and age appropriate websites to visit.	**Literacy** **Reading** Read a wide range of literature - English literature, fiction, non-fiction, poetry, functional texts Choosing and reading books independently for challenge, interest and enjoyment Decode more complex words using phonetic strategies To use a variety of clues to support reading- text, picture, initial sounds Retell familiar stories Recite some rhymes and poems by memory To identify and use a range of familiar verbs, nouns and adjectives and adverbs. To be able to suggest reasons for a character's motivations. To be able to see beyond the literal when reading. **Writing** To develop skills in writing stories, scripts, instructions, poetry and imaginative writing To develop skills in writing functional texts- letters, applications, appointments, advertising. Notes and scripts for talks and presentations To engage in a range of narrative and non-narrative texts Application of growing vocabulary to writing Use phonological awareness to attempt to write more complex words Sequence sentences to form short, flowing narratives (apt use of connectives) To show awareness and understanding of both basic and more advanced grammar and punctuation. To write phrases, lists, letters and captions for a range of purposes To be able to effectively shift formality. 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. To make apt word choices. To know how to write a letter of complaint.	**Drama & Music** **Music** Explore the pentatonic scale and the relationships with music from South East Asia. Develop the ambience of music in relation to cultural traditions. Develop the pupil's experience of the structure of music in relation to scales. Developing knowledge, skills and understanding through the integration of performing, composing and listening. Learn about the varying styles of music groups' play and reinforce the concept of rhythm. Identify pitch/ dynamics and timbre as elements of music. Perform with others. Identify pulse in music. **Drama** Developing listening and interaction skills Interaction within a group Participate in role play and performance 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	**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. **Design & Technology** Explore design in domestic and local contexts (e.g. home, health, leisure and culture) Explore design in industrial contexts (engineering, manufacturing, construction, food energy, agriculture and fashion) Generate, develop, model and communicate ideas Select from and use a range of tools and materials. Assemble and join materials in different ways. Build and improve structures Explore and use mechanisms (e.g. levers, wheels) Use models, pictures and words to plan. Recognise what is going well as they make their product and suggest improvements. Understand and follow good food hygiene rules. Know how to store and keep food safety Know how to prepare and understand instructions for microwave meals/ to heat a ready meal or pizza etc With adult support, use an oven, kettle, hob and microwave safely Use kitchen equipment safely

	understand directions symbols (e.g. be able to follow arrows and to place them appropriately). Recognise the time at which familiar, regular events take place, tell the time on the hour and half clock and use this information (e.g. to plan when to get ready for lunch) **Statistics** To interpret and draw simple pictograms, tally charts, block diagrams and tables Organise concrete or symbolic information so that it can be understood and used To understand how to read and interpret a simple scale (e.g. TV volume display) **Statistics** Record data with bar chart, Pictogram, venn diagrams Interpret simple tables & pictograms Collect information to solve simple problems **Fractions** Recognise & use 1⁄2 and ¼ Introduce fifth, eight and tenth NB Students following an extension programme (GCSE or functional Maths) are following the Key Stage 3 curriculum	**Electricity** Explore switches Make simple circuits with components such as buzzers and switches. Use symbols to represent circuit diagrams **Investigation skills** Ask own questions about what they notice Gather and record data Use simple equipment Observe changes Group and classify Carry out comparative tests Find things out using secondary sources of info Use appropriate scientific language to communicate their ideas for example what they do and what they find out. **EXT** Describe how their own and other people's ideas have changed over time. Ask own questions about scientific phenomena they are studying. Think about how to answer these questions Recognise and control variables where necessary Use a range of scientific equipment to take accurate/precise readings or measurements, repeating if appropriate. Record data and results using diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.		**Spoken Language:** Use of Standard English in a range of formal and informal contexts, including classroom discussion Giving 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. Build vocabulary Listen and respond appropriately. To take part in a debate or balanced discussion. To be able to express an opinion and give reasons for it. To know how to ring up to make a complaint or query. To be able to ring up to make a booking and to know what questions to ask (access etc) To develop an awareness of scams and marketing ploys etc.		

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Reaching Higher	Humanities **History** Exploration of significant phrases in our society's history – Roman Empire Victorians WW2 etc. Develop a deeper and more chronologically secure knowledge and understanding of British, local and world history. This could include: the Roman Empire and its impact on Britain or a local history study Know that the past can be divided up into different periods of time and sequence these on a time line. Understand more complex vocab e.g. BC, AD, 20th century etc. Know facts and demonstrate understanding about events, people and changes in a period being studied. Compare different groups of people within the period of time being studied. Give evidence for why changes may have occurred. Compare different versions of the same story/event. Use a range of sources to collect evidence about the past (begin to use inference and deduction) **Geography** UK, Africa, Russia, the Middle East and Asia Geographical similarities and differences between a region of Africa and a region of Asia Physical Geography: plate tectonics, rocks, weather and climate, changes in climate from Ice age to present, water cycle, coasts Human Geography: population, cities, use of natural resources Use world maps, atlases and globes Study the immediate environment Identify weather patterns in the UK; locate hot/cold areas of the world Compare a UK locality with one outside Europe Knowledge of the world's countries Use geographical vocab such as temperature. Begin to use simple co-ordinates Use aerial photographs, books, pictures and interpret them to ask and answer questions. Draw maps /scales to a simple scale using symbols and a key. Describe differences and similarities between places. Explain why places change. Understand how places place within a wider geographical context (counties in Britain etc.) Recognise and explain patterns made by individual physical and human features in the environment. Think about how people can improve and sustain the environment Use geographical skills and a range of sources of evidence to respond to questions. Describe and compare physical and human features of different localities. RE Understand different cultural/religious practices / celebrations Understand roles of familiar families and different kinds of families Demonstrate some knowledge of key religious beliefs, ideas and teachings Describe what messages and meanings are expressed through some religious stories and symbols.	Citizenship/PSHE 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. Preparing to play an active role as citizens To research, discuss and debate topical issues, problems and events 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. Developing good relationships and respecting the differences between people Learning what is meant by community Learning about stereotyping, prejudice and discrimination. To know what democracy is and to recognise the role of voluntary, community and pressure groups. Understand why and how rules and laws are made and enforced. Developing confidence and responsibility To begin to gain an awareness of how to complete house hold tasks such as operating a washing machine. Rights and Self Advocacy Understand that people have rights Know own views Appreciate own right to be heard Know how to have own view or need heard	PE Personal Awareness – All About Me Be able to recognise personal appearance Be able to recognise personal qualities Understand impact of own behaviour on others Identifying and developing hobbies 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 or bench, kneeling, standing in a standing frame etc. 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 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. 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.	**Whole School Activities and celebrations** Assemblies and collective worship Christmas Performance Easter celebration Multicultural awareness days

Cognition and learning - Creative curriculum (DT /art/music/drama) **Humanities (geography/history/RE) Computing** **Science** **Maths Literacy**
Communication
Physical wellbeing
Social and emotional wellbeing - PSHE safeguarding/British values/ RSE
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.