



RELIGIOUS EDUCATION

(based upon PERFORMANCE SCALES FOR CHILDREN WITH SPECIFIC RELIGIOUS EDUCATIONAL NEEDS, Liverpool Archdiocese 2018)

PRE-FORMAL

Level 1

Pupils encounter activities and experiences, they may be passive or resistant.

They may show simple reflex responses for example, startling at sudden noises or movements.

Any participation is fully prompted.

Level 2

Pupils begin to be proactive in their interactions.

They communicate consistent preferences and affective responses, for example, showing that they have enjoyed an experience or interaction.

They recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music.

They perform actions, often by trial and improvement and they remember learned responses over short periods of time, for example repeating a simple action with an artefact.

They cooperate with shared exploration and supported participation, for example, performing gestures during exchanges with another person performing gestures.



Level 3

Pupils use emerging conventional communication.

They greet known people and may initiate interactions and activities i.e. prompting and adult to sing or play a favourite song.

They can remember responses over increasing periods of time and may anticipate known events e.g. celebrating the achievements of their peers in assembly.

They may respond to options and choices with actions or gestures e.g. choosing to participate in activities.

They actively explore objects or events for more extended periods e.g. contemplating the flickering candle flame.

They apply potential solutions systematically to problems, e.g. passing an artefact to a peer in order to prompt participation in a group activity.

SEMI-FORMAL

Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.

They respond to a variety of new religious experiences e.g. involving music, drama, colour, light, food or tactile objects.

They take part in activities involving other pupils.

They may also engage in moments of individual reflection.

Pupils express and communicate their feelings in different ways.

They respond to others in group situations and cooperate when working in small groups.

Pupils listen to, and begin to respond to, religious stories, poems and music, and make their own contributions to celebrations and festivals.

They carry out ritualised actions in familiar circumstances.



They show sympathy for others in distress e.g. through facial expressions or by offering comfort.

They start to be aware of their own influence on events and other people.

FORMAL

Pupils listen and follow religious stories and begin to understand that religious and other stories carry moral and religious meaning.

They are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories.

They communicate simple facts about religion and important religious people.

They begin to realise the significance of religious artefacts, symbols and places.

They reflect on what makes them happy, sad, excited or lonely.

They demonstrate a basic understanding of what is right and wrong in familiar situations.

They are often sensitive to the needs and feelings of others and show respect for themselves and others.

They treat living things and their environment with care and concern.

Move towards Come and See Reception level.



Well Being

PRE-FORMAL

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

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

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

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

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

SEMI-FORMAL

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

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

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

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

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



FORMAL

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

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

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

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

achievements, golden time.

Self-actualisation: resilience, self-evaluation, negotiation.

EMOTIONAL REGULATION

PRE-FORMAL

SCERTS Social Partner Stage- mutual regulation and self-regulation

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

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



SEMI-FORMAL

SCERTS Language Partner Stage - mutual regulation and self-regulation

Zones of Regulation (pro-active strategies)

Asking for help, help cards, making choices etc.

Linked to blank level understanding

Basic Emotions (adults labelling, self-labelling and communicating)

FORMAL

SCERTS Conversation Partner Stage - mutual regulation and self-regulation

Zones of Regulation (pro-active strategies)

Advanced emotions (labelling, communicating and recognizing in others)

Break cards

Making choices

Conflict Resolution

Understanding consequences and resolving differences



SENSORY INTERGRATION

PRE-FORMAL

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

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

Building tolerance and decrease aversion to sensory input through exposure.

SCERTS Mutual Regulation.

Physical Development (gross motor and fine motor skills).

Eating programmes.

Also see play, communication and attention.

SEMI-FORMAL

Sensory profiles and appropriate regular activities throughout the day.

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

Eating programmes.

Physical Development (gross and fine motor skills).



FORMAL

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

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

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



ATTENTION

PRE-FORMAL

Low stim environment.

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

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

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

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

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

SEMI-FORMAL

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

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

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



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

reciprocal interaction, shares attention, shares intentions for social communication breakdowns, shares experiences in reciprocal

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

FORMAL

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

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

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

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

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



COMMUNICATION

PRE-FORMAL

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

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

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

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

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

SCERTS (Social Partner Stage):

- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns.



- Symbol Use: learns by imitation of familiar actions and sounds, uses familiar objects conventionally in play, uses gestures and vocalisations to share intentions, understands a few familiar words.

understands nonverbal cues and familiar activities, nonverbal means to share intentions, uses

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

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

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

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

SEMI-FORMAL

Listening and Attention: see reading intent.

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

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

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

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



objects.

SCERTS (Social Partner and Language Partner Stage):

Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction.

Symbol Use: learns by observation and imitation of familiar and unfamiliar actions and words, understands nonverbal cues in familiar and unfamiliar activities, uses familiar objects conventionally in play, uses gestures and nonverbal means to share intentions, uses words and word combinations to express meanings, understands a variety

of words and word combinations without contextual cues.

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

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

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

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



PHSE

PRE-FORMAL

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

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

Managing Feelings and Behaviours:

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

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

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



Sensory Integration: mutual regulation and sensory processing
Readiness for Learning: detachment from home, micro and macro
and/or skills after breaks in school e.g. weekends, holidays, illness

strategies individual to each child (see sensory plan if appropriate).
transitions, accepting some boundaries, re-establish relationships
etc, exploring environments.

SEMI-FORMAL

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

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

Managing Feelings and Behaviours:

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

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

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

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

and introduction of small group work.



FORMAL

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 partner's assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self Regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate levels of arousal during familiar activities, uses language strategies to regulate arousal level during familiar activities, uses metacognitive strategies to regulate arousal level during familiar activities, regulate emotion during new and changing situations, recovers from extreme dysregulation by self, recognising how others feel and affects personal choices and behaviour

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

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

Behaviour for Learning: following class routines, rules, consequence aim at the end of the day, week or term etc, working for cards, for carrying out tasks, choosing own resources, trying new activities, group work, working collaboratively with others, resilience - getting



and reward, delayed gratification of rewards e.g. working towards an praise, reward charts etc. ownership of own learning, responsibility talk about their ideas, say when they need help, small and larger 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 lifelong.
- 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, trust, sharing interests and experiences and support with problems
- That healthy friendships are positive and welcoming towards
- 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

truthfulness, trustworthiness, loyalty, kindness, generosity, and difficulties.

others and do not make others feel lonely or excluded.

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 others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise 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.

relationships, including the importance of respect for risks, harmful content and contact and how to report

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
- There is a normal range of emotions and scale of emotions that all and situations.

physical health.

humans experience in relation to different experiences

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

Internet safety and harms:



many benefits.

- For most people the internet is an integral part of life and has
- 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 behaviours e.g. the impact of alcohol on diet and health.

unhealthy eating e.g. obesity and tooth decay and other

Drugs, alcohol and tobacco:

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

Health and prevention:

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

Basic first aid:

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

Changing adolescent body:

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



LIFE SKILLS

PRE-FORMAL

Personal Care: accepting care routines, expressing basic needs e.g. crying for hunger, awareness of basic needs, anticipation

of daily routines, beginning to actively co-operate with care routines, actively co-operating with care routines, beginning to communicate some needs eg through gesture, vocalizations, body language.

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

SEMI-FORMAL

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

Keeping Safe: responds to prompts to keep self-safe.

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.



READING

PRE-FORMAL

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

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

with fleeting attention.

SEMI-FORMAL

Concepts of print, reading behaviours, auditory and visual skills: Listening to a range of stories, rhymes, poems, fiction and nonfiction (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 out a text, recall of familiar story (emerging blank level three), knows that information can be relayed in the

form of print, handles and uses books appropriately, reading for sounds, alliteration, rhyme, phonemes and graphemes.



pleasure, copying, matching and joining in with a variety of everyday

FORMAL

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 s 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
- Reads some common exception words (See English Appendix One
- Read aloud books that are consistent with their phonic knowledge

known graphemes.

of the National Curriculum for example words).

without guessing words from the pictures or the context

of the sentence short sequence of events e.g. by sequencing images or manipulating objects (Blank Level 3).

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.

Working at expected standards

Pupils can:

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

In age appropriate books, the pupil can:

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

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

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

Working at greater depth than the expected standards

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

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

National Curriculum Key Stage 1

Pupils should be taught to:



- Develop pleasure in reading, motivation to read, vocabulary and
- Listening to and discussing a wide range of poems, stories and independently.

understanding by:

non-fiction at a level beyond that, at which they can read

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



PHONICS

PRE-FORMAL

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

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

SEMI-FORMAL

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

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

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

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

FORMAL

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

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



increasing fluency

frequency words

WRITING

PRE-FORMAL

Pre-writing: Shows awareness and responds to sensory media, tolerates sensory media, co-actively exploring, making random marks using body, awareness that movements can make marks exploring independently (fleeting to more sustained attention), demonstrating reflex actions, awareness of space and objects around them.

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



making connections between movements and marks they make.

SEMI-FORMAL

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

FORMAL

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
- Write a caption or short phrase using the graphemes they already

thoughts aloud about stories or experiences.
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 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.

comprehension and reading on hearing the corresponding

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.



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.

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.

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.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction starting and finishing in the right place.



- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting families.

Composition

Pupils should be taught to

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

Writing, Vocabulary and Punctuation

Pupils should be taught to

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

- Use grammatical terminology in discussing their writing.



MATHS

PRE-FORMAL

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

- Shape, Space and Measure: experiencing shape (visual, auditory and tactile experiences), toleration, actively participation, reaction to change relating to shape, experiencing size, experiencing objects in relation to each other e.g. stacking, banging objects together, filling and emptying containers.
- Pre-maths: object permanence, handles a range of objects, experiencing daily routines, anticipation, cause and effect.

SEMI-FORMAL

Number: saying counting words randomly, matching numerals, one to one correspondence, experimenting with marks for



numerals when counting, comparison between groups of objects numerals, using number names and language spontaneously, recites quantity, represent numerals with fingers, marks or pictures,

(more, less etc), identifying numerals including environmental numbers in order to 10, matching numeral to

identifying numerals of personal significance e.g. age

- Shape, Space and Measure: manipulating materials into different shapes, visual matching shapes e.g. inset puzzles, shape sorters, construction e.g. Lego, shapes, Duplo etc, using positional language, creating patterns, exploring properties of shapes.
- Maths Skills: organise and categorise objects, sequencing daily routines, e.g. now and next, visual timetables, sequencing daily activities (functional activities e.g. personal care etc).

FORMAL

Pre Key Stage Standards

Standard 1

The pupil can:

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

Standard 2

The pupil can:

- Identify the big or small object from a selection of two.
- Sort objects according to a stated characteristic e.g. group all the small balls together, sort the shapes into triangles and circles.



- Say the number names to five in the correct order e.g. in a song or
- Demonstrate an understanding of the concept of numbers up to asked.
- Copy and continue simple patterns using real life materials.

by joining in with the teacher.

five by putting together the right number of objects when

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
- Demonstrate an understanding that the total number of objects
- Demonstrate an understanding that the number of objects been added or taken away.

involving addition and subtraction (eg $3+2=5$ then $5-2=3$).
changes when objects are added or taken away.

remains the same when they are rearranged providing nothing has

- Count to twenty demonstrating that the next number in the count is one more and the previous number is one less.
- Recognise some common 2D shapes.

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

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

Teacher Assessment Frameworks End of Key Stage 1

Working towards expected standards

The pupil can:

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



- Name some common 2D and 3D shapes from a group of shapes or

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 of 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

from pictures of the shapes and describe some of their properties.



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, one

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 representations and arrays with the support of the teacher.

calculating the answer using concrete objects, pictorial

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
- Recognise and use symbols for £ and p; combine amounts to make
- Sequence events in chronological order using language e.g. before 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.

and notes.

a particular value.

and after, next, first, today, yesterday, tomorrow, morning,

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.



Science

PRE-FORMAL

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

SEMI-FORMAL

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

games, sensory integration activities, communicating preferences, communicating similarities and differences.

FORMAL

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

Use different types of scientific enquiry to gather and record data 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.

can be answered in different ways.

using simple equipment where appropriate to answer



- 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

PRE-FORMAL

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



SEMI-FORMAL

Engaging with cause and effect toys and technology, actively
operating mechanical toys, basic vocabulary, basic functional skills
or no, internet safety - responding to boundaries, awareness of danger and keeping self-safe in wider environment.

engaging in everyday technology, learning to operate correctly,
e.g. locating app, turning on and off, tolerance of finishing

FORMAL

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

National Curriculum Key Stage 1

Pupil should be taught to:

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



MUSIC

PRE-FORMAL

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

SEMI-FORMAL

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



FORMAL

Choosing; purposeful; combinations; recall; remembrance; model, sharing ideas, commenting, expression; playing musical dynamics), evaluate ideas, adapting, presentations and performances.

appropriate use of instruments; spontaneous; generate and develop, instruments in different ways (more extended ways - timbre,

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.

ART AND DESIGN

PRE-FORMAL

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

SEMI-FORMAL

Joining in, creating, cause and effect, focus and more engagement, techniques (colour, shape, pattern), introduction of a



range of artists (experiential), communication about choices, about Construction, choosing the intent, purposeful, combinations, recall, appropriate use of techniques and tools, representational, 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.

FORMAL

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

National Curriculum Key Stage 1

Pupil should be taught to:

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

the process rather than end product, celebrating work. remembrance, select and use a wide range of materials, spontaneous, generate and develop, model, sharing ideas,



DESIGN TECHNOLOGY

PRE-FORMAL

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

SEMI-FORMAL

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



- Cookery and Nutrition: identifying foods, communicating

preferences, basic cookery skills (spreading, cutting, pouring).

FORMAL

- Design and Technology: construction, choosing, purposeful,

combinations, recall, remembrance, select and use a wide range of

materials, appropriate use of techniques and tools, representational, generate and develop, model, sharing ideas, commenting, expression, evaluate ideas, adapting.

- Cookery and Nutrition: complex cookery skills, sequencing skills (follow more complex instructions), keeping self safe.

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
- Explore and use mechanisms in their product.

and more stable.

Cookery and Nutrition

Pupil should be taught to:

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

HISTORY

PRE-FORMAL

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

SEMI-FORMAL

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

FORMAL

Similarities and differences, describing, recalling special events, joining in with customs (religious and cultural), commenting



(including why), asking questions, recall of personal past, extended

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

knowledge of historical events and figures (including locality).

GEOGRAPHY

PRE-FORMAL

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

SEMI-FORMAL

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

FORMAL



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.



PHYSICAL EDUCATION

PRE-FORMAL

- Physical Development Body Movement: developing reflex actions, awareness of physical self, experiences and accepts a range of positions, participates in positioning, whole body movements, integrating the senses, increased control over movements.
- Exploration: explores objects, toleration of sensory experiences, manipulates objects, reaching for, holding, banging together, emptying, filling, pouring etc., shows awareness of object and space around them, beginning to make connections between movements and objects e.g. build a small tower.



- Physical Development Skills: beginning to develop gross motor climbs, crawls, turns pages of a book, makes marks.

control, changes speed and direction, runs, squats,

- Swimming: responding to water e.g. splashing, moving through, 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.

engaging with objects in the pool, tolerate body

SEMI-FORMAL

- Gross motor skills: develops gross motor skills, ascending and descending stairs safely, draws circles or lines using gross motor movements, demonstrates control and co-ordination in large scale movements.

- Fine motor skills: uses one handed tools e.g. snips with scissors, shows preference for a dominant hand, attempts to form some letters, demonstrates control and co-ordination in small scale movements.

- Physical Development Skills: experiments with different ways of moving, moves in a variety of ways (rolling, shuffling, skipping, slipping, sliding, hopping, catching), negotiates space successfully when playing chasing games, balance (standing on one leg), avoids obstacles by adjusting speed and direction.

- Swimming: tolerating submersion, safe entering and exit of the pool, moving around the pool e.g. using rail, flotation aid, controlled movements of body parts e.g. kicking legs, moving arms.

FORMAL

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.



PUPIL VOICE

PRE-FORMAL

Choice making (gesture, body language, vocalisations, objects of reference, visuals, choice boards, PECS), building up the quantity of choices, building on number of

daily opportunities for choice making, respecting the rights of pupils to include no as choice (where appropriate and safe); Intensive Interaction;

Tolerating others and activities, engagement levels (exploration, realisation, anticipation, persistence, initiation).

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

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



SEMI-FORMAL

Choice making of activities (key words, choice boards, PECS), consistently to likes and dislikes

choosing who to play with and what to play with, responding

(including blank level 3 questions around expressing likes and dislikes), initiating preferences and seeking out specific activities and avoiding non preferred activities,

increasing the range of likes and dislikes.

Accepting and tolerating no is not always an option.

Voting e.g topics, stars of the day.

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

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

(might need choices and visuals)

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

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

needed.

FORMAL

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, 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.

questioning and choices) to identify areas for development (linked to

British Values

PRE-FORMAL

- Toleration of others, interacting with familiar people, engagement in activities including alongside others, Intensive Interaction.
- Exposure and experience of other cultures, traditions and celebrations as well as their own.
- Visits to community - familiar places.
- Motivating items and activities - child led activities, choosing (demonstrating preferences and interests) - objects of reference, gesture etc.



- Behaviour Strategies (link to blank level understanding) - sensory escalation, IBP, SCERTS - emotional mutual regulation, self-soothing.

- Class celebrations

integration, using visual to support understanding, distraction, de-

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 introducing working for activities and adult led activities.
- Behaviour Strategies (link to blank level understanding) - key words, working for cards, rewards, distraction, de-escalation, modelling appropriate behaviour, proactive strategies, behaviour boards, emotions board, SCERTS - emotional mutual / self-regulation.
- Class and whole school celebrations - assembly, rewards, stickers etc.

FORMAL

- Interacting with a wide range of people, 'people who help us' topics - role play, visits from key persons, recognising key people in the wider community e.g. people of importance, religious leaders etc.
- Knowledge around other cultures, traditions and celebrations including their own,
- Engagement with more specific cultural visits.
- Choosing (demonstrating preferences and interests) - sentences, reasoning, voting for favourites and choices.

- Behaviour Strategies (link to blank level understanding) - etc), responsibility for behaviours and creating behaviour board,



restorative practices (consequences, resolving conflict, negotiations
SCERTS - emotional self-regulation