

MASTER CURRICULUM DOCUMENT

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English

Key stage 2	Key stage 3	Key stage 4
<p>Progression Step 2 By the end of KS2 (Yr 6) pupils will: (Standard 1 and 2)</p> <p>Reading</p> <ul style="list-style-type: none"> Indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)...?’ 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. Say a single sound for 10+ graphemes. Read words by blending sounds with known graphemes, with help from their teacher. Demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’ Join in with predictable phrases or refrains. <p>Writing</p> <ul style="list-style-type: none"> Say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’). Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). Say a clause to complete a sentence that is said aloud (e.g. ‘When we went to the beach 	<p>Progression step 3 By the end of KS3 (Yr 9) pupils will: (Standard 3)</p> <p>Reading</p> <ul style="list-style-type: none"> Say a single sound for 20+ graphemes. Read accurately by blending the sounds in words with two and three known graphemes. Respond to questions that require simple recall. Recount a short sequence of events (e.g. by sequencing images or manipulating objects). <p>Writing</p> <ul style="list-style-type: none"> Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences. Write a caption or short phrase using the graphemes that they already know. 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 the corresponding phonemes. Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 	<p>Steps for life By the end of KS4 (Yr 11) pupils will: (Standard 4)</p> <p>Reading</p> <ul style="list-style-type: none"> Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* Read accurately by blending the sounds in words with up to five known graphemes. Read some common exception words* Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. Talk about events in the story and link them to their own experiences. Retell some of the story. <p>Writing</p> <ul style="list-style-type: none"> Make up their own sentences and say them aloud, after discussion with the teacher. Write down one of the sentences that they have rehearsed. Form most lower-case letters correctly. Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.

<p>today, ...we ate ice cream / I played in the sand / it was hot’).</p> <ul style="list-style-type: none"> 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. <p>Speaking and Listening.</p> <ul style="list-style-type: none"> Asks a simple 'How...?' question. Expresses phrases with three key words. Communicates the terms 'I', 'you' and 'me' correctly. Communicates using descriptive language, e.g. I want the big box. Communicates using functional language, e.g. put that here. Communicates using temporal language, e.g. I play later? Contributes to discussions and conversations. Makes statements in future or past tense. Controls volume of speech. Follows instructions using 3 key words. Uses some pronouns correctly. Expresses simple opinions. <p>Extension:</p> <p>Progression step 4</p> <p>Reading</p> <ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Follows an instruction containing four key words. Waits for their turn to speak. Initiates conversations. Links together four key words to convey information. Gives a simple explanation. Listens for up to five minutes. Answers a direct question. Expresses the verb 'to be' correctly most of the time, e.g. I am, you are, he is, they were, she was, I will be, etc. Greets others appropriately. Reports an experience or event in phrases or short sentences. Describes what they like or do not like. <p>Extension:</p> <p>Progression step 5/Adapted year 1 NC</p> <p>Reading</p> <ul style="list-style-type: none"> Read accurately most words of two or more syllables. Read most words containing common suffixes* Read most common exception words* <p>In age-appropriate1 books, the pupil can:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, splash). Spell a few common exception words (e.g. I, the, he, said, of). <p>Speaking and Listening</p> <ul style="list-style-type: none"> Communicates how they feel to others. Expresses own ideas, opinions and choices in clear statements. Puts forward a suggestion. Speaks clearly in front of others. Describes an object or picture they can see. Justifies their opinion simply. Takes part in group or class play, e.g. assembly or Christmas performance. Waits turn to speak in small group most of the time. <p>Extension:</p> <p>Year 2 adapted NC</p> <p>Reading</p> <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> Make inferences. Make a plausible prediction about what might happen on the basis of what has been read so far. Make links between the book they are reading and other books they have read.
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<ul style="list-style-type: none"> • Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • Read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • Read aloud many words quickly and accurately without overt sounding and blending. • Sound out many unfamiliar words accurately. <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions in discussion with the teacher and make simple inferences. <p>Writing</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write sentences that are sequenced 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 phonically-plausible attempts at others. • Spell some common exception words* • Form lower-case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • 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 and 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 phonically-plausible attempts at others. • Spell many common exception words* 	<p>Writing</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • 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 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 (e.g. -ment, -ness, -ful, -less, -ly)* • Use the diagonal and horizontal strokes needed to join some letters. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Participates in debates, discussions and presentations using notes where necessary. • Speaks clearly, communicating confidently and engaging with a range of audiences. • Organises longer, more developed ideas, descriptions or narratives appropriately. • Expresses own feelings about a range of subjects clearly. • Gives their opinion confidently. • Asks relevant questions which relate to the topic and will develop understanding. • Performs poetry or play scripts showing understanding through intonation, tone, volume and action. • Responds appropriately to peers' questions.
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<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another in some of their writing. • Use spacing between words. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Confidently takes part in class or group drama or speaking performance to familiar adults or peers. • Usually speaks in sentences when addressing an audience. • Demonstrates some use of formal or informal language depending on the situation. • Demonstrates they can take turns in discussions. • Communicates how they feel using appropriate language. • States their preferences and opinions including relevant reasons. • Includes more specific vocabulary choices. • Speaks clearly, confidently and at an appropriate volume. • Listens to others during work and play. • Listens, contributes and takes part in large groups or discussions. 	<ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Speaks clearly, communicating with some confidence to familiar and unfamiliar people. • Adjusts the style of their speech to the audience, e.g. more formal to visitors. • Sustains listening and participation in longer discussions or conversations about less familiar topics or experiences. • Recognises emotions they are feeling and communicates them clearly and articulates why they feel a certain way. • States a preference or opinion with clear reasons, even if others disagree. • Includes new vocabulary heard through discussion, e.g. scientific terminology. • Asks more specific questions to gain information and clarify meaning. 	<p>Functional Skills- Entry Level 1</p> <p><i>Speaking, Listening and Communicating</i></p> <ul style="list-style-type: none"> • Say the names of the letters of the alphabet. • Identify and extract the main information from short statements and explanations. • Follow single-step instructions, asking for them to be repeated if necessary. • Make requests and ask straightforward questions using appropriate terms and registers. • Respond to questions about specific information. • Make clear statements about basic information and communicate feelings and opinions on straightforward topics. • Understand and participate in simple discussions or exchanges with another person about a straightforward topic. <p><i>Reading</i></p> <ul style="list-style-type: none"> • Read correctly words designated for Entry Level 1 (see Appendix). • Read simple sentences containing one clause. • Understand a short piece of text on a simple subject. <p><i>Writing; Spelling, punctuation and grammar</i></p> <ul style="list-style-type: none"> • Punctuate simple sentences with a capital letter and a full stop. • Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.
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		<ul style="list-style-type: none"> • Use lower-case letters when there is no reason to use capital letters. • Write the letters of the alphabet in sequence and in both upper and lower case. • Spell correctly words designated for Entry Level 1 (see Appendix). <p>Writing composition</p> <ul style="list-style-type: none"> • Communicate information in words, phrases and simple sentences. <p>Functional Skills- Entry Level 2</p> <p>Speaking, Listening and Communicating</p> <ul style="list-style-type: none"> • Identify and extract the main information and detail from short explanations. • Make requests and ask clear questions appropriately in different contexts. • Respond appropriately to straightforward questions. • Follow the gist of discussions. • Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. • Make appropriate contributions to simple group discussions with others about a straightforward topic. <p>Reading</p> <ul style="list-style-type: none"> • Read correctly words designated for Entry Level 2 (see Appendix). • Understand the main points in texts.
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		<ul style="list-style-type: none"> • Understand organisational markers in short, straightforward texts. • Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker). • Read and understand sentences with more than one clause. • Use illustrations, images and captions to locate information. <p>Writing; Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> • Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). • Form regular plurals. • Use the first and second letters to sequence words in alphabetical order. • Spell correctly words designated for Entry Level 2 (see Appendix). <p>Writing composition</p> <ul style="list-style-type: none"> • Communicate information using words and phrases appropriate to audience and purpose. • Complete a form asking for personal information (e.g. first name, surname, address, postcode). • Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses. • Use adjectives and simple linking words in the appropriate way.
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		<p>Functional Skills- Entry Level 3</p> <p><i>Speaking, Listening and Communicating</i></p> <ul style="list-style-type: none"> • Identify and extract relevant information and detail in straightforward explanations. • Make requests and ask concise questions using appropriate language in different contexts. • Communicate information and opinions clearly on a range of topics. • Respond appropriately to questions on a range of straightforward topics. • Follow and understand the main points of discussions. • Make relevant contributions to group discussions about straightforward topics. • Listen to and respond appropriately to other points of view, respecting conventions of turn-taking. <p><i>Reading</i></p> <ul style="list-style-type: none"> • Read correctly words designated for Entry Level 3 (see Appendix). • Identify, understand and extract the main points and ideas in and from texts. • Identify different purposes of straightforward texts. • Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types). • Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links).
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		<p>Writing; Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> • Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas). • Form irregular plurals. • Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles). • Use the first, second and third place letters to sequence words in alphabetical order. • Spell correctly words designated for Entry Level 3 (see Appendix). <p>Writing composition</p> <ul style="list-style-type: none"> • Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task). • Write text of an appropriate level of detail and of appropriate length (including where this is specified). • Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points. • Write in compound sentences and paragraphs where appropriate. • Use language appropriate for purpose and audience.
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Maths

Key stage 2	Key stage 3	Key stage 4
<p>Progression Step 2 By the end of KS2 (Yr 6) pupils will:</p> <ul style="list-style-type: none"> • 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 1:1 correspondence (e.g. giving one cup to each pupil). • 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 5 in the correct order (e.g. in a song or by joining in with the teacher) demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked. • Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.). 	<p>Progression step 3 By the end of KS3 (Yr 9) pupils will:</p> <ul style="list-style-type: none"> • Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. • 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 and subtract 1 from a group of objects and indicate how many are now present. • Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.). 	<p>Steps for life By the end of KS4 (Yr 11) pupils will:</p> <ul style="list-style-type: none"> • Read and write numbers in numerals from 0 to 9. • 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 10. • Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$). • Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$). • Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$). • Demonstrate an understanding that the total number of objects changes when objects are added or taken away. • Demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away.

<p>Extension:</p> <ul style="list-style-type: none"> • Progression step 4 • Read and write numbers in numerals from 0 to 9. • 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 10. • Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$). • Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$). • Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$). • Demonstrate an understanding that the total number of objects changes when objects are added or taken away. • Demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away. 	<p>Extension:</p> <ul style="list-style-type: none"> • Progression step 5/ Adapted year 1 NC • 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, though they may use structured resources¹ 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 (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$). • Recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$). • Count in twos, fives and tens from 0 and use this to solve problems. • Know the value of different coins. • Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). 	<ul style="list-style-type: none"> • Count to 20, demonstrating that the next number in the count is one more and the previous number is one less. • Recognise some common 2-D shapes <p>Extension:</p> <p>Year 2 adapted NC</p> <ul style="list-style-type: none"> • Read scales* in divisions of ones, twos, fives and tens. • Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. • Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$). • 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 (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$). • 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 1 4, 1 3, 1 2, 2 4, 3 4, of a number or shape, and know that all parts must be equal parts of the whole.
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<ul style="list-style-type: none"> Count to 20, demonstrating that the next number in the count is one more and the previous number is one less. Recognise some common 2-D shapes. 		<ul style="list-style-type: none"> Use different coins to make the same amount. Read the time on a clock to the nearest 15 minutes. Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. <p>Functional Skills- Entry Level 1</p> <ul style="list-style-type: none"> Understand and use numbers with one significant figure in practical contexts. Describe the properties of size and measure, including length, width, height and weight, and make simple comparisons. Describe position. Recognise and select coins and notes. Recognise and name common 2D and 3D shapes; Sort and classify objects practically using a single criterion. <p>Functional Skills- Entry Level 2</p> <ul style="list-style-type: none"> Understand and use whole numbers with up to two significant figures. Understand and use addition/subtraction in practical situations. Use doubling and halving in practical situations; Recognise and use familiar measures, including time and money. Recognise sequences of numbers, including odd and even numbers. Use simple scales and measure to the nearest labelled division. Know properties of simple 2D and 3D shapes.
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		<ul style="list-style-type: none"> • Extract information from simple lists. <p><u>Functional Skills- Entry Level 3</u></p> <ul style="list-style-type: none"> • Add and subtract using three-digit numbers. • Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10. • Round to the nearest 10 or 100. • Understand and use simple fractions. • Understand, estimate, measure and compare length, capacity, weight and temperature; Understand decimals to two decimal places in practical contexts. • Recognise and describe number patterns; Complete simple calculations involving money and measures. • Recognise and name simple 2D and 3D shapes and their properties. • Use metric units in everyday situations. • Extract, use and compare information from lists, tables, simple charts and simple graphs.
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Science

Key stage 2	Key stage 3	Key stage 4
<p>By the end of KS2 (Yr 6) pupils will:</p> <ul style="list-style-type: none"> • Ask their own questions about what they notice. • Use different types of scientific enquiry to gather & record data, using simple equipment. • To answer simple questions. • To Communicate their ideas, what they do & what they find out in a variety of ways with support. <p><u>SFC-Life-Cycles of Plants & Animals</u></p> <ul style="list-style-type: none"> • To know what plants are and what animals are. • To know that plants need water to live and food to thrive. • To experience, explore, investigate, record and communicate what can be discovered and learned about plants in the immediate environment. <p><u>The Seasons</u></p> <ul style="list-style-type: none"> • To recognise the passing of a year. • To recognise that the passing of the year is marked by particular activities and associations. <p><u>The Weather</u></p> <ul style="list-style-type: none"> • To experience and have experiences of being made hot by the sun. 	<p>By the end of KS3 (Yr 9) pupils will:</p> <ul style="list-style-type: none"> • Ask their own questions about what they notice. • Use different types of scientific enquiry to gather & record data, using simple equipment. • To answer harder questions. • To Communicate their ideas, what they do & what they find out in a variety of ways with minimal support. <p><u>SFC-Life-Cycles of Plants & Animals</u></p> <ul style="list-style-type: none"> • To explore the relationship between the seed and the plant. • To explore the differences in plants. • To explore plants that can be eaten. • To explore that animals can be eaten. <p><u>The Seasons</u></p> <ul style="list-style-type: none"> • To observe events that are specific to each season. • To use supporting evidence to confirm seasonal changes. <p><u>The Weather</u></p> <ul style="list-style-type: none"> • To explore the differences in the weather & how it affects the environment. 	<p>By the end of KS4 (Yr 11) pupils will:</p> <ul style="list-style-type: none"> • Ask their own questions about what they notice. • Use different types of scientific enquiry to gather & record data, using simple equipment. • To answer questions. • To Communicate their ideas, what they do & what they find out in a variety of ways independently. <p><u>SFC-Life-Cycles of Plants & Animals</u></p> <ul style="list-style-type: none"> • To compare and contrast humans to other animals. • To know the life cycle. • To know that death will happen to all living things. <p><u>The Seasons</u></p> <ul style="list-style-type: none"> • To relate changes in temperature to different times of the year. <p><u>The Weather</u></p> <ul style="list-style-type: none"> • To relate changes in weather to different times of the year.

<ul style="list-style-type: none"> • To experience and have experiences of being made wet by the rain. • To experience and have experiences of being made cold by the weather. 	<p>Extension:</p> <p><u>Building on prior learning by the end of KS3 SLD:</u></p> <ul style="list-style-type: none"> • Further developed their scientific knowledge and conceptual understanding of nature, processes and methods of science, required to understand the uses and implications of science. • Further develop their skills of working scientifically by refining their skills within: observing, comparing, classifying, predicting, estimating, measuring, communicating and concluding. • Widened their scientific knowledge by using their senses to explore and investigate various concepts more independently. • Further developed their knowledge of linking concepts by being able to communicate & explain why an action has a consequence. • Developed the ability to use estimations and measurements within practical experiences. 	<p>Extension:</p> <p><u>Building upon prior learning by the end of KS4 MLD:</u></p> <ul style="list-style-type: none"> • Be able to use their scientific knowledge and understanding which has been embedded through the key skills; observing, comparing, classifying, predicting, estimating, measuring, communicating and concluding to enhance their lives as adults so they can complete functional tasks as independently as possible. • Be able to use scientific skills in daily living activities and learning. • Develop their scientific understanding through functional activities, for example cooking, constructing etc. • Be able to select and safely use appropriate materials for specific purposes. • Be aware of the effect their actions may have on the environment. • Incorporate scientific learning in Work Related Learning activities. • Increase the breadth and depth of their experience, knowledge and understanding within science.
<p>Extension:</p> <p><u>By the end of KS2 SLD</u></p> <ul style="list-style-type: none"> • Have found out about themselves and the world through exploration, using all of their senses. • Have learnt through stimulating environments that offer a range of practical activities which encourage children’s curiosity and interest in early aspects of scientific enquiry. • Begin to develop their skills around exploration, experimentation, observation, prediction, problem solving, critical thinking, decision making and discussion. • Have had hands on experiences whilst developing their scientific enquiry and investigative skills. • Have heard and be aware of scientific vocabulary whilst being encouraged to use it within their own communications. • Develop their self-esteem and confidence by making their own decisions about what to investigate and how they are going to do it. • Discuss and communicate their experiences and what they have found out. • Encourage pupils to predict future findings, rehearsing and reflecting upon their 	<p><u>By the end of KS3 MLD:</u></p> <ul style="list-style-type: none"> • Increased the breadth and depth of their experience, knowledge and understanding within science on their everyday lives. • Harboured a positive attitude towards science by developing their confidence, independence, persistence and co-operation skills. • Developed the skills to think and understand more abstract concepts, as well as the concrete and practical breadth of study 	

<p>investigations/knowledge early skill development which encourages them to:</p> <ul style="list-style-type: none"> • Engage with other people and their environment • Develop their skills within communication, playing and exploring • Develop and learn from relationships/friendships • Build their curiosity and enthusiasm for learning • Begin to think critically to engage creatively <p>By the end of KS2 MLD/KS3 SLD Building upon prior learning by the end of KS2 MLD/KS3 SLD:</p> <ul style="list-style-type: none"> • Further develop their scientific knowledge and conceptual understanding of nature, processes and methods used within science. • Begin to work scientifically, developing their skills within: observing, comparing, classifying, predicting, estimating, measuring, communicating and concluding. • Further develop their exploration skills by using the appropriate senses to explore and investigate. • Develop an understanding of cause and effect by experiencing & recognising that their actions have consequences. • Observe changes and communicate what they have seen. • Develop their skills of comparing, classifying and predicting. 	<p>offered & that learning is achieved via a continuum developing skills and knowledge accordingly. Personalised learning outcomes are derived from assessment ensuring learning remains part of a well-planned sequence.</p> <ul style="list-style-type: none"> • Pupils will experience a range of science activities delivered in structured, sequentially planned sessions featured within class timetables. 	
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<ul style="list-style-type: none">• Develop their understanding of scientific vocabulary and their communication skills so that they can discuss observations, comparisons and predictions.• Take part in practical activities and experiments that require doing and thinking skills.		
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Computing

Key stage 2	Key stage 3	Key stage 4
<p>By the end of KS2 (Yr 6) pupils will:</p> <p><u>Semi-Formal Curriculum: The World About Me:</u> <u>Digital photography:</u></p> <ul style="list-style-type: none"> • To know how to hold the camera and operate the button – either manually or through the use of a switch. • Know how to pick a subject for the photograph. • To know how to take a selfie. <p><u>V5 Connecting Steps:</u></p> <ul style="list-style-type: none"> • Presses go switch on floor turtle to make it repeat action. • Inputs text - random letters. • Inputs simple operations with some support, e.g. enters directions into a floor turtle. • Recognises that certain actions produce predictable results and refines their actions to ensure better results. • Chooses symbols in a computer program to create sound patterns. • Identifies behaviour that could be considered as right and wrong. • Interacts with a computer sequencing program. 	<p>By the end of KS3 (Yr 9) pupils will:</p> <p><u>Semi-Formal Curriculum: The World About Me:</u> <u>Digital photography</u></p> <ul style="list-style-type: none"> • Know how to get the photograph from the camera to the computer. • Know which software to use to view the photo. • Know how to edit, save and print the photograph. <p><u>V5 connecting Steps:</u></p> <ul style="list-style-type: none"> • Expresses simple algorithms using symbols. • Recognises that computers need exact instructions. • Defines an algorithm simply. • Plans and enters a sequence of instructions forming an algorithm, e.g. specifying distance and turns. • Creates a page using a picture and some text. • Explains when and why they would use a password. • Identifies what a password is. • Collects data using technology with support. • Recognises that their work can be saved and retrieved. 	<p>By the end of KS4 (Yr 11) pupils will:</p> <p><u>Semi-Formal Curriculum: The World About Me:</u> <u>Digital photography</u></p> <ul style="list-style-type: none"> • Know how to export images onto Facebook. <p><u>Steps 4 life:</u></p> <ul style="list-style-type: none"> • Identifies that a computer virus can affect their device and data. • identifies a reason why they should limit time spent using digital devices (or factoring in a break). • Explains how choosing a wrong action can have negative consequences. • Accepts some limitations when using digital equipment, e.g. time, prohibited websites. • Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp. • Engages with a familiar person using a video call application with support, e.g. via Skype on the computer, Facetime on a mobile. • Names two social media platforms. • Makes phone calls on a mobile phone using their contacts list.

<ul style="list-style-type: none"> • Moves through simple maze on computer. • Operates simple appropriate structured software. • Uses a single click of the mouse to select an object. • Finds named letters on a QWERTY keyboard. • Presses keys and the space bar on a keyboard to produce text. • Uses cameras to take still and moving pictures. • Uses a graphics program, e.g. to create a picture. • Realises what they do affects others. • Suggests a way they can share information with someone. • Understands the term 'stranger danger'. • Identifies who they can speak to when either they or someone else are upset. • Suggests who a stranger might be. <p>N.B: This list is not exhaustive- please refer to appropriate Progression Steps levels on V5 connecting Steps for your class/ learners.</p>	<ul style="list-style-type: none"> • Uses a search engine with assistance. • Explains why their password is only for them. • Records an activity using digital technology. • Puts capital letters in using the shift key when using a keyboard. • Explains how choosing a wrong action can have negative consequences. • Explains how it is possible to send personal information to others. • Identifies that it is not safe to communicate with people they do not know. • Identifies that actions will result from a sequence of instructions. • Watches a demonstration of the use of a computer program and then use it with a high degree of success. • Creates music or sounds using digital technology. • Captures what they want to say sentence by sentence. • Decides whether a photo is worth keeping. • Demonstrates a consistently polite and considerate manner, e.g. when on-line, communicating face-to-face. • Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private. <p>N.B: This list is not exhaustive- please refer to appropriate Progression Steps levels on V5 connecting Steps for your class/ learners.</p>	<ul style="list-style-type: none"> • Recognises why they should be careful when using internet accessible devices, e.g. keeping personal information private. • Names a range of familiar software and its main purpose, e.g. Gmail– sending electronic messages, Excel – store. • Uses a keyboard with increasing familiarity, e.g. more than one finger, doesn't look for the space bar. • Clicks on a word which an application has underlined (due to a misspelling) to correct the spelling. • Enters basic data into a spreadsheet. • Uses the shift key for the top symbols on a keyboard. • Captures and saves a photo on a familiar device. • Copies information into an online form with minimal support, e.g. puts details in the correct box. • Navigates around a shopping page and explains what a range of icons or words mean, e.g. returns, refunds, feedback. • Identifies the difference between the terms 'Buy it now' and 'Add to basket'. • Understands and uses the word "Contactless" in relation to payments. • Identifies what 'desktop' means, e.g. knows where to find a file if they save it to desktop. • Creates and saves a new file (with an appropriate name) on a familiar piece of software.
<p>Extension:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Understand use of algorithms. • Write & test simple programs. • Use logical reasoning to make predictions. • Organise, store, retrieve & manipulate data. • Recognise uses of IT outside of school. 		

	<p>Extension:</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • Understand use of algorithms. • Write & test simple programs. • Use logical reasoning to make predictions. • Organise, store, retrieve & manipulate data. • Communicate online safely and respectfully. <ul style="list-style-type: none"> • Recognise uses of IT outside of school. 	<ul style="list-style-type: none"> • Identifies familiar removable storage, e.g. USB drives, XD memory card. • Identifies simple, common technical problems, e.g. printer out of paper, speakers not connected. • Recognises that devices have a limited amount of storage space. <p>N.B: This list is not exhaustive- please refer to appropriate Steps4Life levels on V5 connecting Steps for your class/ learners.</p> <p><u>ASDAN modules (individual to each learner)</u></p> <p>Examples:</p> <p><i>Basic Internet Safety (E2 1333)</i></p> <p><i>Personal safety in the community (E2 3169)</i></p> <p>Extension:</p> <p>National Curriculum :</p> <ul style="list-style-type: none"> • Design & write programs to achieve specific goals, including solving problems. • Use logical reasoning. • Understand computer networks. • Use internet safely and appropriately. • Collect and present data appropriately.
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PSHCE

Key stage 2	Key stage 3	Key stage 4
<p>By the end of KS2 (Yr 6) pupils will:</p> <p>Self-Awareness:</p> <ul style="list-style-type: none"> Respond to curiosity with stimuli about the ways in which we are special, our family, people who are special to us, what feeling upset and angry is and other feelings we may experience. Describe ourselves, identifying things we are good at and what makes us unique. Describe what feeling angry and upset means and identify when people are being kind or unkind and give examples of how our feelings can be hurt and how it makes us feel. Respond to 'taking turns', playing and working cooperatively. Identify people who are special to us, what makes them special and how we let them know they are special to us. Recognise what is meant by 'family' and identify the people who make up our family. Describe times when we may feel unhappy with our friends or family members, and demonstrate positive ways we could let others know how we are feeling. Describe ways in which friends, classmates, family members may disagree and 'fall out' and demonstrate some ways of 'making up' after a falling out. 	<p>By the end of KS3 (Yr 9) pupils will:</p> <p>Self-awareness:</p> <ul style="list-style-type: none"> Respond to stimuli about what we are good at and enjoy, including enjoyment of learning at school and respond to stimuli about people who are different to us in different ways. Describe what we like and dislike doing as learners and what we are good at. Describe our own learning targets or goals. Describe what it means to treat others in a kind and fair way, recognising that everyone is unique. Recognise what prejudice means and explain what it means to discriminate against someone. <p>Self-care, support and safety:</p> <ul style="list-style-type: none"> Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell. Describe in simple terms how germs can be spread to others. Respond with curiosity to stimuli about different ways of keeping safe online. Describe what keeping safe online means and what social media is. 	<p>By the end of KS4 (Yr 11) pupils will:</p> <p>Self-Awareness:</p> <ul style="list-style-type: none"> Respond to stimuli which depict kindness and unkindness. Describe and give examples of what it means to be kind and unkind and identify ways of telling a trusted adult if someone is being unkind to us. Explain what is meant by teasing, hurtful and bullying behaviour. Recognise what is meant by peer pressure and peer influence. Demonstrate how to recognise and appreciate personal strengths in other people. Identify some simple strategies to help manage negative opinions/comments. Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals and describe how it feels to achieve a target.

<p>Self-care, support and safety:</p> <ul style="list-style-type: none"> • Respond to stimuli about the people who look after us, keeping physically safe and the adults who are responsible for this, communicating with adults and ways of asking for help and encountering secrets and surprises. • Respond to stimuli about things that belong to us, what is meant by the word private and about things we might do with other people and things we would do on our own. • Identify people who look after us and help us to take care of ourselves and how they do this. • Identify some simple self-care techniques and describe some simple ways we can help keep ourselves physically safe in school and out of school and the importance of this. • Explain how we know when we might need to ask for help. • Identify people at home, school and in other settings who are responsible for helping us keep physically safe. • Recognise things we would call 'personal' and things we would call 'private', identify/recognise some personal belongings and describe ways we take care of our personal belongings. • Recognise the difference between something that is private and something that is public and to understand we have a right to keep our bodies private. • Identify places that are public and places that are private and identify examples of when things should be/done in 'private' 	<ul style="list-style-type: none"> • Explain how other people's identity online can be different from what it actually is in real life. • Respond to stimuli about feeling frightened or worried and how to keep our bodies safe (appropriate and inappropriate contact). • Respond to adult modelling about ways to indicate to others that we need help. • Explain what being frightened or worried means. • Demonstrate simple ways to communicate that we are frightened or worried. • Describe in simple terms what it means to take care of our bodies and keep them safe. • Demonstrate some simple strategies we can use if we are feeling frightened or worried. • Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. • Explain what unwanted physical contact means and that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. • Demonstrate simple ways of communicating to others that we need help. <p>Managing Feelings:</p> <ul style="list-style-type: none"> • Respond with curiosity to stimuli about all the different ways in which we are special. • Identify feelings associated with feeling good about ourselves and things we can do which help us to feel good about ourselves. <p>Changing and growing:</p> <ul style="list-style-type: none"> • Respond with curiosity to stimuli about the ways in which we change as we get older. 	<p>Self-care, support and safety:</p> <ul style="list-style-type: none"> • Respond with curiosity to stimuli about what is meant by keeping safe and things that are public and private. • Describe what is meant by personal safety. • Explain what is meant by something being an accident. • Explain what is meant by the terms risky and dangerous and identify some behaviours that might be risky. • Explain what is meant by private and what is meant by public. • Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. • Describe some ways in which social media can be used in a safe and positive way and identify possible risks. • Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. • Identify sources of advice and support, and ways to report online concerns. <p>Managing feelings:</p> <ul style="list-style-type: none"> • Respond to stimuli about different feelings we might
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- Recognise what keeping something secret means and the difference between a 'surprise' and a 'secret'.
- Identify someone who can help us if we are afraid or worried and to understand the term 'trust', demonstrate how to ask for help if we are worried and who our trusted adults are.
- Describe some ways that we use to communicate, including online and identify risks of communicating online.

Managing Feelings:

- Respond with curiosity to stimuli about different emotions and the facial expressions depicting these, encountering different ways we can communicate our feelings to others.
- Describe different kinds of feelings we may have experienced and identify things that make us feel this way.
- Look at how actions, facial expressions etc. can help us to identify how others might be feeling and ways we can communicate our feelings and needs to others.
- Recognise ways we can help ourselves to feel better if we are feeling sad or upset.
- Respond with curiosity to babies and how we have changed since we were a baby, adult prompting for the names of body parts.
- Identify differences between a baby, child and adult and how our needs have changed since we were a baby.

- Identify some of the different ways we have changed as we have grown older.
- Describe some of the new opportunities and responsibilities we have experienced as we have grown older.
- Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).
- Explain why puberty happens.
- Respond to stimuli about different kinds of Friendship and describe what having or being a friend means.
- Identify different kinds of friendship and ways in which friendship is important.
- Identify occasions when we might need the support of friends and how we show it.
- Describe how we can let friends know that we need their help and support.
- Respond with curiosity to stimuli about different positive relationships we have in our lives.
- Identify some key features of positive friendships/relationships, and how they can make us feel.
- Identify times when we might feel angry or sad because of someone's behaviour towards us.
- Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests).
- Describe the positive qualities people bring to relationships (e.g. Kindness, support, being able to compromise, listening, sharing feelings or worries).

Healthy Lifestyles:

- Respond to stimuli showing different aspects of a healthy lifestyle.
- Recognise what is meant by a healthy lifestyle.

- experience. And how they may be expressed.
- Describe how we might feel, look and sound when we are happy or unhappy.
 - Identify a range of feelings, where we might feel them in our body, and how they might make us behave.
 - Recognise when others may be feeling happy or unhappy from their facial expression and body language.
 - Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).
 - Respond with interest to stimuli about people we like or know.
 - Identify what it means to like someone.
 - Describe the difference between 'liking' someone and 'fancying' someone.

Healthy Lifestyles:

- Respond to stimuli showing different images of young people.
- Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.

- Recognise correct vocabulary for some of the main body parts, including genitalia and describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).
- Identify whom we can talk to about growing and changing.
- Respond with interest to stimuli about different kinds of daily physical contact we experience and how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.
- Identify ways trusted adults can touch us – what is appropriate and to understand we have a right to feel safe and that permission needs to be sought.
- Identify ways we can communicate we are not happy/comfortable.
- Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.
- Respond to stimuli about some of the different kinds of relationships there are within families.
- Give examples of different types of relationships and different kinds of families, looking at who makes up our own families.

Healthy Lifestyles:

- Respond to different stimuli about what it means to be 'healthy', how we take care of our bodies, how to communicate that we are in pain and the people who help us when we are unwell.
- Identify foods that we like and dislike to eat.

- Identify different ways that people can live a healthy lifestyle.
- Describe how to take care of dental health (e.g. how to brush teeth correctly/use floss, food and drink that support dental health and why regular check-ups at the dentist are important).
- Respond to stimuli about things we like to do which make us feel calm and relaxed.
- Identify things we can do to help ourselves when we feel worried or stressed.
- Recognise what mental health and emotional wellbeing are.
- Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).
- Respond to stimuli about different kinds of physical activity and exercise.
- Identify different kinds of physical activity and exercise.
- Identify some of the benefits of being physically active, and possible consequences of inactivity
- Respond to stimuli about different kinds of food and drinks.
- Identify our favourite foods and drinks.
- Describe our favourite foods and drinks, and give reasons for our choices.
- Identify foods we can eat all the time which are good for us.
- Identify foods that should only be eaten occasionally.

The World I live in:

- Respond with interest to stimuli about the ways in which people can be the same and also be different.
- Respond with interest to stimuli about rules and routines there are in school.

- Describe our thoughts and feelings about how different bodies are portrayed in the media.
- Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.
- Recognise what is meant by a 'medicine'.
- Identify the difference between over the counter medicines and those prescribed by a doctor.

The World I Live In:

- Respond with curiosity to stimuli about the natural environment.
- Identify living things that people can care for (e.g. house plants, pets, gardens).
- Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).

Extension:

Self-Awareness:

- Identify some of the ways in which pressure might be put on us by other people, including online.
- Describe ways we might challenge peer pressure.

- Identify some examples of healthy foods and identify foods that should only be eaten once in a while.
- Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth) and demonstrate simple hygiene routines.
- Recognise the importance of simple rules for sun safety and how we can stay safe.
- Recognise how we feel if we have not had enough sleep and how it is one way we can stay healthy.
- Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).
- Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain and be able to explain this.
- Recognise that we may be given medicines to help us get better and identify medication that goes on or in the body and examples of when it may be needed.
- Identify substances or chemicals at home that we should never taste or swallow.

The World I Live in:

- Respond to stimuli with awareness and curiosity about the physical differences between people, the different jobs adults do in school and the different groups we belong to.
- Respond to stimuli or adult modelling about the things we are allowed to do in School and how we are cared for by trusted adults.
- Respond to stimuli about the different pets people have and ways of caring for them.

- Identify some of the similarities and differences between young people of our age.
- Identify what is meant by having rules in school, at home and in the wider world.
- Describe some of the similarities, differences and diversity among people of different race, faith and culture.
- Describe what is meant by rights and responsibilities.
- Respond with curiosity to stimuli about online advertising.
- Recognise that not everything we see online is 'real' or 'true'.
- Recognise that advertising online is targeted at individuals.
- Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.

Extension:

Self-awareness:

- Demonstrate how to recognise and appreciate personal strengths in other people.
- Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.
- Identify some simple strategies to help manage negative opinions/comments.
- Describe what other people might perceive our personal strengths, talents and skills to be.
- Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.
- Give reasons why media, including social media can affect how people feel about themselves.
- Describe simple strategies we can use to help us be organised in our learning.

- Identify different types of bullying (including online) and what the impact of bullying might be.
- Identify strategies to help us if we are being bullied, including online.
- Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.
- Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.
- Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.
- Identify trusted adults/services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.
- Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do.
- Explain ways of safely responding if we experience or

- Respond with curiosity to stimuli about what money looks like, different items that shops sell and some of the uses of money.
- Identify simple differences and similarities between people in terms of ethnicity, culture, religious identity etc.
- Identify some different jobs that people we know do.
- Identify things we are allowed/not allowed to do in school and explain how rules help us; rules we have in the classroom and at home.
- Identify simple ways in which we may take care of people and/or animals and the importance of this.
- Identify some different groups that we may belong to and things we do in the groups.
- Recognise money, what it is used for and different ways to pay for things.
- Identify items in shops that are sold for money (including online) and explain some different ways of keeping money safe.

Extension:

Self-Awareness:

- Describe things that we enjoy and identify what we are good at, both in and out of school and areas where we need to develop.
- Identify hopes/wishes for our future lives and explain how we might achieve them.
- Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.

- Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets).
- Describe how it feels to achieve a target.
- Demonstrate ways we can develop our strengths and skills through practice.
- Identify some ways in which our current learning will help us in the future.
- Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.
- Identify ways of managing emotions in relation to future employment aspirations.
- Identify some examples of different forms of prejudice and discrimination, we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.
- Explain what stereotyping means.
- Demonstrate simple constructive strategies for responding to prejudice and discrimination
- Give reasons why we should expect to be treated with respect by others.
- Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- Explain how we should show respect to others and others' beliefs, including people in the wider community.

Self-care, support and safety:

witness unacceptable behaviours.

- Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.
- Describe the risks and law relating to carrying a weapon.
- Describe what other people might perceive our personal strengths, talents and skills to be.
- Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.
- Give reasons why media, including social media can affect how people feel about themselves.
- Demonstrate ways we can develop our strengths and skills through practice.
- Identify some ways in which our current learning will help us in the future.
- Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.

- Identify what teasing means and how people who are teased might feel, giving reasons why it is not acceptable.
- Identify and demonstrate what we can do if others are excluding us/being unkind/bullied, identifying different positive responses.
- Explain what is meant by hurtful behaviour and bullying and recognise that this can happen online and that we do not have to tolerate it.
- Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.
- Identify reasons why it may be upsetting for others if we don't wait for our turn and describe ways of playing and working with others so that everyone feels happy.
- Demonstrate working collaboratively towards shared goals explain why listening and respecting others' points of view helps us to get on with others.
- Offer constructive feedback to support others working in our team and identify some of the qualities our special people/friends may have.
- Identify different types of family.
- Explain how other people may feel differently to us about the same situation and offer some examples.
- Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.
- Explain that our feelings about other people can change and that this is okay and identify kind ways of letting people know.

Self-care, support and safety:

- Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.
- Describe simple things we can do if we are not feeling well.
- Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).
- Recognise some situations where we might need to ask someone for help with our mental wellbeing.
- Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.
- Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.
- Identify some of the items we might use to support personal hygiene.
- Identify some ways we can take increased responsibility for looking after our physical and mental health.
- Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.
- Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell.
- Explain how we know we can trust these people and organisations to give us advice that will help us.
- Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful.
- Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.
- Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.

- Identify ways of managing emotions in relation to future employment aspirations.

Self-care, support and safety:

- Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.
- Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.
- Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.
- Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).
- Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk.
- Explain when and why taking a risk can be positive (e.g. trying something new).
- Identify aspects of our lives that we may wish to keep private,

- Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.
- Identify simple ways some germs/illnesses may be spread and explain or demonstrate what we and others can do to prevent the spread and why this is important.
- Describe different ways we keep ourselves healthy and well.
- Name and describe feelings associated with not feeling safe and identify trusted adults who can help us and ways of communicating this.
- Describe some simple rules for keeping safe near water, railways, roads and fire.
- Identify when someone might need first aid because they are hurt/injured and recognise when a situation is an emergency and demonstrate how to get help, including how to call 999.
- Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.
- Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us and explain when and why to ask an adult for help.
- Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).
- Explain that if we don't feel sure about sharing information or feel pressured, we don't have to, giving examples of being put under pressure e.g. a 'dare'

- Describe some ways in which social media can be used in a safe and positive way.
- Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online.
- Identify some possible risks of using social media.
- Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.
- Explain rules for keeping safe when using different social media platforms.
- Identify sources of advice and support, and ways to report online concerns.
- Identify how to make safe, reliable choices from search results.
- Explain how some behaviours on social media might damage friendships and relationships.
- Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media.
- Recognise that data about us can be collected online, and used.
- Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.
- Describe or demonstrate help-seeking strategies to support online safety.
- Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.
- Explain what is meant by 'personal space'.
- Describe ways we can safely challenge unwanted physical contact and ask for help.

- even if others choose to share these things about themselves.
- Identify what is appropriate and inappropriate to share online.
- Identify trusted adults who can help us if someone tries to pressurise us online.
- Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.
- Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).
- Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.
- Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.
- Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of

- Identify some basic strategies for saying ‘no’ to pressure or dares and demonstrate strategies to resist pressure to behave in inappropriate ways.
- Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet and identify things that we should never share online without checking with a trusted adult first.
- Demonstrate practical strategies for keeping safe when using specific digital devices and platforms
- Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
- Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).
- Describe how we might feel if our personal belongings are lost or damaged and demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.
- Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.

Managing Feelings:

- Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to and demonstrate vocabulary/communication skills for expressing the intensity of a feeling.
- Describe some simple ways we can help others to feel better if they are feeling sad or upset and

- Explain or demonstrate strategies for communicating that we need help in different situations.
- Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.
- Describe how it might feel when someone encroaches on our personal space.
- Give examples of when it is or is not appropriate to be in someone else’s ‘personal space’.
- Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.
- Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.
- Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.
- Explain that someone we like may not always be trustworthy.
- Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else’s personal safety.
- Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person’s fault.

Managing Feelings:

- Identify things that we may say or do that could affect how we or others feel about us.
- Identify things that others may say or do that could affect how we feel about ourselves.

- deceiving people might be (e.g. phishing, fake email addresses).
- Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.
 - Explain how some behaviours on social media might damage friendships and relationships.
 - Explain some steps we can take to take care of our own and other people’s safety and wellbeing when using social media.
 - Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown.
 - Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.
 - Describe or demonstrate help-seeking strategies to support online safety.

Managing feelings:

- Give examples of when we might feel strong emotions.

<p>demonstrate how to respond appropriately to others' feelings.</p> <ul style="list-style-type: none"> • Describe some of the things we can do now that we couldn't do when we were younger, identifying different needs as people get older. • Identify stages of the human life cycle. • Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation) and describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. • Use correct vocabulary to name male and female reproductive organs. • Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. • Identify reliable sources of advice on growing and changing. • Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. • Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell. Including FGM. • Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching. • Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship. 	<ul style="list-style-type: none"> • Explain the difference between helpful/kind and unhelpful/unkind comments. • Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. • Demonstrate polite and assertive ways of challenging unkind comments directed at us or others. <p>Changing and growing:</p> <ul style="list-style-type: none"> • Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. • Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. • Identify the functions of the reproductive organs, including how conception occurs. • Describe the different stages of reproduction, pregnancy and birth. • Evaluate how emotions may change as we get older and are no longer children. • Recognise that fertility changes over time and in response to some lifestyle factors. • Identify occasions when our friends might need our support. • Explain that we might disagree with someone and still be friends. • Demonstrate ways to manage friendship • Disagreements restoratively. • Recognise that friends do not always know what is best for each other. • Describe ways in which friendships might change over time. • Explain that sometimes friendships may end, • through choice or circumstances. 	<ul style="list-style-type: none"> • Describe some simple strategies we can use to feel and stay happy. • Identify how we can help others who may be feeling unhappy. • Identify whom to ask or tell if we are feeling unhappy and/or need help. • Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. • Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. • Describe how to manage strong emotions by using simple strategies to help ourselves and others. • Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. • Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. • Identify reliable and trustworthy sources of support for a range of
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<ul style="list-style-type: none"> • Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. • Identify some of the roles and responsibilities of parents and carers. • Explain the features of a healthy and positive friendship or family relationship. • Recognise that relationships, including marriage and civil partnership, can be between people of any gender. <p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> • Explain why some foods are healthier than others and why we might need to eat foods we might not like very much. • Explain what it means to eat a healthy, balanced diet and ways to be physically healthy. • Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). • Identify some influences on our food choices, and when these might be positive or negative. • Describe simple routines for going to bed/going to sleep and things that can prevent us going to sleep and how to manage these e.g. electronic devices. • Describe what might happen if we don't take care of our personal hygiene. • Identify what might happen to our bodies if we don't protect them from overexposure to the sun. • Identify some symptoms we may experience when we are not feeling well and recognise that people 	<ul style="list-style-type: none"> • Demonstrate strategies for managing feelings about friendships as they change and develop. • Demonstrate how we might end a friendship positively. • Identify reliable and appropriate sources of support for ourselves and our friends. • Explain how we expect people to behave towards us in friendships and relationships. • Identify the differences between positive/healthy and negative/unhealthy relationships. • Identify people we can talk to about relationships. • Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). • Identify positive strategies to manage inappropriate behaviour towards us. • Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). • Identify what we can do if we are worried or concerned about an unhealthy relationship. • Demonstrate strategies to help us negotiate and assert our rights in a relationship. • Explain what is meant by compromise and demonstrate some ways to compromise. • Explain how the media portrayal of relationships may not reflect real life but may affect our expectations. • Identify sources of support for us or someone we know who is experiencing abusive behaviour. <p>Healthy Lifestyles:</p>	<p>relevant issues, including online (e.g. Childline,).</p> <ul style="list-style-type: none"> • Explain how part of growing up might be to experience strong feelings about people we like or fancy. • Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. • Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. • Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. • Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. <p>Healthy Lifestyles:</p> <ul style="list-style-type: none"> • Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.
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sometimes need to take medicines in different forms, including tablets, injections, inhalers.

- To understand that medication can only be given by trusted adults and should only ever take your own medication.
- Describe how smoking and drinking alcohol can affect people's health and give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.
- Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).

The World I Live in:

- Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique and we should not make assumptions of people due to this.
- Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate) and why it is always unacceptable to be rude or unkind towards other people.
- Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it, explaining why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.
- Describe a range of jobs that people might have and the qualities they might need to do them and identify a job we might like to do in the future.

- Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.
- Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.
- Identify some simple strategies to help make positive choices about our health and wellbeing.
- Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.
- Explain why it is important to have enough sleep.
- Describe what might affect choices we make about our health.
- Describe strategies for managing pressures and influences on healthy lifestyle choices.
- Explain the link between physical health and mental wellbeing.
- Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.
- Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).
- Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.
- Describe how we can help friends or family who might be feeling stressed or unhappy.
- Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).
- Identify reliable sources of advice and support for mental health and emotional wellbeing.
- Identify some strategies for challenging stereotypes and stigma relating to mental health.

- Explain why some people might want to change the way they look.
- Recognise what is meant by body image.
- Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.
- Explain what is meant by self-esteem.
- Describe some ways we can maintain self-esteem in relation to body image.
- Identify some of the risks associated with cosmetic/aesthetic procedures (e.g. piercings, tattoos, tanning).
- Explain why advertisers might use manipulated images and how recognising this might influence our responses.
- Identify some examples of over the counter medicines.
- Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).
- Recognise the importance of taking over the counter and prescribed medicines correctly.

- Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.
- Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.
- Recognise how strengths, qualities and things we learn in school might link to possible future jobs.
- Explain how rules and laws help us to live and work with other people outside of school and what might happen if we don't have rules.
- Explain how we can take care of our school and home environment.
- Describe how being part of a group/community makes us feel and identify specific things we take part in.
- Describe what it means to be part of a community and identify different groups that make up our community.
- Suggest ways we can help people to feel welcome in the different groups and communities we belong to.
- Identify where we may get money from and for what reasons and identify things we might spend money on.
- Identify why some ways of keeping money safe might be better than others and why we might save money.
- Explain what is meant by the term 'afford' (in the context of money).
- Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.

- Describe some of the physical and mental health benefits of regular exercise.
- Explain some of the long term benefits of regular physical activity and exercise.
- Identify and challenge common stereotypes relating to physical activity.
- Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.
- Identify ways of motivating ourselves to take exercise.
- Explain what we mean by a healthy, balanced diet.
- Explain what makes some foods better for our health than others.
- Describe some of the long term benefits of a healthy diet.
- Explain some of the risks of consuming food and drinks with high sugar or caffeine content.
- Explain some of the influences on our food choices and strategies for managing these influences.

The World I live in:

- Recognise what we all have in common, despite differences.
- Identify some of the different kinds of rights and responsibilities we have in and outside school.
- Recognise that everyone has 'human rights' and that the law protects these rights.
- Identify some of our rights to different opportunities in both education and work.
- Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.
- Explain how stereotypes can lead to discrimination.
- Describe how to safely challenge stereotyping or discrimination when we witness or experience it.

- Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

The World I Live in:

- Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.
- Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).
- Identify our feelings and values in relation to climate change and the environment.

	<ul style="list-style-type: none">• Identify whom we can talk to if we are worried about our rights or those of other people.• Describe simple steps to take to check if something we see online is trustworthy.• Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.• Identify organisations/websites that can help us or other people with concerns about something seen or experienced online.	
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Art Curriculum

EQUALS Semi-Formal Curriculum Scheme of Work – My Art

Sequence of learning in Art- Key Stage End Points

At Mountjoy School we recognise the value of art for our students, not only as a discrete subject but as a form of communication and expression across the curriculum. As well as timetabled art lessons, art materials and techniques are used to provide learning experiences throughout the school. Thus, our students enjoy sensory art experiences, learn about the elements of art and develop their skills, creativity, and self-expression at a level appropriate to them. **Many students also have the opportunity to work towards an Arts Award whilst at Mountjoy**

EYFS / Key Stage 1	Key Stage 2	Key Stage 3 / 4	Post 16
<p>By the end of EYFS/KS1 (Yr2) pupils will have:</p> <ul style="list-style-type: none"> Used what they have learnt about media and materials in original ways. Thought about uses and purposes of media and materials. Represented their own ideas, thoughts and feelings through art. Used and explored a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. <p>Through:</p> <ul style="list-style-type: none"> Quality and consistency that helps every child makes good progress and no child gets left behind. A secure foundation through learning which are planned around the needs and interests of each individual child. 	<p>By the end of KS2 (Yr6) pupils will have:</p> <ul style="list-style-type: none"> Used a range of materials creatively to de-sign and make products. Used drawing, painting and sculpture to de-velop and share their ideas, experiences and imagination. Developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learnt about the work of a range of artists, craft makers and designers. Developed skills, attitudes and attributes that can support learning in other subject areas and which may be needed for life and work, (for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others). 	<p>By the end of KS3(Yr9) and KS4 (Yr11) pupils will have:</p> <ul style="list-style-type: none"> Created sketch books/ art folders to record their work and use them to review and revisit ideas. Improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learnt about great artists, architects and designers in history. Interacted with their environment whilst further developing their skills in self- expression and communication. Considered a range of materials to design and make products. Enjoy and to express ideas and feeling through Art. <p>Extension:</p>	<p>By the end of Post 16 (Yr14) pupils will have:</p> <ul style="list-style-type: none"> Taken responsibility for themselves and others. Used art to developed confidence, self -esteem, foster positive attitudes and values. Developed knowledge and understanding of the natural and man-made world and its resources. Explored, select and safely use appropriate materials for specific purposes. Utilised skills, knowledge and understanding acquired to enhance their lives as adults. Learnt about 2D, 3D and abstract art techniques. Explored art in the community. <p>Extension:</p>

<p>Extension:</p>	<ul style="list-style-type: none"> • Experimented and tried new ideas where there are no right or wrong answers. • Co-operated, tolerated and worked with others willingly. • Developed awareness of different cultures and traditions through their Art. <p>Extension:</p>		
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Careers

Primary	Key Stage 3	Key Stage 4	Key Stage 5
<p>By the end of KS2 Pupils will have:</p> <p>GB1: A Stable Careers Programme:</p> <ul style="list-style-type: none"> Careers week specific sessions exploring various jobs. <p>GB2: Learning from Labour Market information:</p> <p>GB3: Addressing the Needs of Every Pupil:</p> <ul style="list-style-type: none"> Exposure to a range of materials that showcase varied roles they may wish to take on. <p>GB4: Linking Curriculum Learning to Careers:</p> <ul style="list-style-type: none"> An expectation that learning about certain topics will mean finding out about different careers they could choose to follow. <p>GB5: Encounters with Employers and Employees:</p> <ul style="list-style-type: none"> Experience of people visiting to share information about the jobs they do linked to topics 	<p>By the end of KS3 Pupils will have:</p> <p>GB1: A Stable Careers Programme:</p> <ul style="list-style-type: none"> Use of Talentino resources JED Careers week specific Sessions <p>GB2: Learning from Labour Market information:</p> <p>GB3: Addressing the Needs of Every Pupil:</p> <ul style="list-style-type: none"> Use of JED to explore the avenues interest expressed in by pupils in class. <p>GB4: Linking Curriculum Learning to Careers:</p> <p>GB5: Encounters with Employers and Employees:</p> <p>GB6: Experiences of Workplaces:</p> <p>GB7: Encounters with further and Higher Education:</p>	<p>By the end of KS4 Pupils will have:</p> <p>GB1: A Stable Careers Programme:</p> <ul style="list-style-type: none"> Use of Talentino resources JED Careers week specific sessions In school 'Work Placements' and enterprise projects. <p>GB2: Learning from Labour Market information:</p> <p>GB3: Addressing the Needs of Every Pupil:</p> <ul style="list-style-type: none"> Use of JED to explore the avenues interest expressed in by pupils in class. Informal interview with familiar staff to build picture leading to personalised work experience options. <p>GB4: Linking Curriculum Learning to Careers:</p> <p>Enterprise projects – business plan formulation, evaluation of projects.</p>	<p>By the end of KS5 Pupils will have:</p> <p>GB1: A Stable Careers Programme:</p> <ul style="list-style-type: none"> Use of Talentino resources JED Careers week specific sessions In school enterprise projects, potentially reaching outside school. Where possible/appropriate off site Work Experience. <p>GB2: Learning from Labour Market information:</p> <p>GB3: Addressing the Needs of Every Pupil:</p> <ul style="list-style-type: none"> <p>GB4: Linking Curriculum Learning to Careers:</p> <ul style="list-style-type: none"> Enterprise <p>GB5: Encounters with Employers and Employees:</p> <ul style="list-style-type: none"> Linking with other local schools for employer talks.

<p>GB6: Experiences of Workplaces:</p> <ul style="list-style-type: none"> • Experience of visiting places in the local area considering the types of jobs linked to the workplace. <p>GB7: Encounters with further and Higher Education:</p> <ul style="list-style-type: none"> • Exploration in class around what options could be open to students. • Online research and discussions. <p>GB8: Personal Guidance:</p> <ul style="list-style-type: none"> • Informal discussions and opportunities to express thoughts and preferences about future provision 	<ul style="list-style-type: none"> • Visits to local colleges with appropriate provision. • Parental visits encouraged to begin exploring options. <p>GB8: Personal Guidance:</p> <ul style="list-style-type: none"> • Formal discussions around 	<p>GB5: Encounters with Employers and Employees:</p> <p>GB6: Experiences of Workplaces:</p> <p>GB7: Encounters with further and Higher Education:</p> <ul style="list-style-type: none"> • Alumni visits • Focused visits to realistic options for pupils. <p>GB8: Personal Guidance:</p> <ul style="list-style-type: none"> • Formal Careers interview with Careers Lead/6th form lead. 	<ul style="list-style-type: none"> • Visits to local businesses to link with employers and employees. <p>GB6: Experiences of Workplaces:</p> <p>GB7: Encounters with further and Higher Education:</p> <ul style="list-style-type: none"> • Alumni visits <p>GB8: Personal Guidance:</p> <ul style="list-style-type: none"> • Formal interview with member of SLT • Formal interview with Careers guidance • More focused offsite visits pertinent to the individual be it work place visit, supported living.
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Humanities

Key stage 2	Key stage 3	Key stage 4
<p>By the end of KS2 (Yr 6) pupils will:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Extend the skills that help them explore the world. • Handle artefacts and materials given to them. • Know that certain actions produce predictable results. • Know familiar places and people and what they are there for. • Show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human made features of places. • Answer simple questions about places and people. • Start to sort and classify objects in terms of simple features or properties. <p>History:</p> <ul style="list-style-type: none"> • Recognise themselves and other people in pictures of the recent past. • Link the passage of time with a variety of indicators. 	<p>By the end of KS3 (Yr 9) pupils will:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Understand the differences between the physical/natural and human made features of places. • Use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas. • Show what they think about different people and environments and answer simple questions about places and people. <p>History:</p> <ul style="list-style-type: none"> • Recognise and make comments about themselves and people they know in pictures of the more distant past. • Recognise some obvious distinctions between the past and the present in their 	<p>By the end of KS4 (Yr 11) pupils will:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols. • Be aware of their role in caring for their own environment. • Recognise the physical/natural and human made features of places. • Use simple geographical language to communicate their ideas about various locations, functions and roles. • Use resources given to them and their own observations to respond to simple questions about places and people. • Recognise simple symbols or representations on maps and plans. • Show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment that they find attractive or unattractive. <p>History:</p> <ul style="list-style-type: none"> • Listen to and follow stories about people and events in the past as well as events in their own lives. • Sort objects to given criteria.

<ul style="list-style-type: none"> • Use single words, signs or symbols to confirm the function of everyday items from the past. • Know that they have taken part in past events and they listen and respond to familiar stories about their own past. • Begin to communicate about activities and events in the past in response to personal items from their own early childhood. • With some prompting or support they answer simple questions about historical artefacts and buildings. 	<p>own lives and they communicate about these.</p> <ul style="list-style-type: none"> • Begin to recognise some distinctions between the past and present in other people’s lives as well as in their own and communicate about these in simple phrases and statements. • Begin to pick historical artefacts out from collections of items. 	<ul style="list-style-type: none"> • Indicate if personal events and objects belong in the past or present. • Begin to use some common words, signs or symbols to indicate the passage of time. • Recollect episodes from their own past and some details from other historical events with prompts. • Answer simple questions about historical stories or artefacts.
<p>Extension:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Become aware of their immediate environment and their place within it. • Explore the relationships between people and environments. <p>History:</p> <ul style="list-style-type: none"> • Are aware and knowledgeable about the world around them. • Can communicate ideas about simple historical artefacts. 	<p>Extension:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Develop a range of skills necessary to carry out geographical enquiry and to interpret geographical information. <p>History:</p> <ul style="list-style-type: none"> • Can communicate history dramatically and verbally, or through signs and symbols; and narratively. • Show and communicate an interest in specific past events or specific stories from the past. 	<p>Extension:</p> <p>Geography:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of physical processes relating to weather and landforms and how and why some landscapes develop. • Develop a sense of responsibility for the environment and an understanding of the effect that man can have upon it. • Show that information can be communicated by the use of maps, graphs, plans and diagrams. <p>History:</p> <ul style="list-style-type: none"> • Can interpret secondary and primary sources. • Can research. • Can show empathy towards people from the past. • Develop an interest in the past.

Music

Key Stage 2	Key Stage 3	Key Stage 4
<p>By the end of KS2 (Year 6) pupils will:</p> <ul style="list-style-type: none"> • Have listened and expressed feelings from a range of different styles of music. • Experienced a wide range of musical instruments from percussion, strings, woodwinds, brass and vocal. • Be able to play a musical instrument via improvisation. • Discovered loud and quiet sounds. <p>Extension:</p> <ul style="list-style-type: none"> • Experienced pulse, rhythm and pitch. • Play music via an instrument, sound, or clapping using a beat. 	<p>By the end of KS3 (Year 9) pupils will:</p> <ul style="list-style-type: none"> • Explore a range of musical patterns. • Compose a piece of music. • Perform as part of as group (dance or music). • Experience a range of dynamics and tempo. • Given opportunities to link music styles to dance. <p>Extension:</p> <ul style="list-style-type: none"> • Play music via an instrument, sound or clapping using a beat. 	<p>By the end of KS4 (Year 11) pupils will:</p> <ul style="list-style-type: none"> • Experience a range of music technology items such as ICT, Sound beam and electric keyboard. • Start using music technology to improvise and make music. • Be able to perform as part of a group or solo performance in Music or Dance. • Use different musical styles. • Work on using chords. <p>Extension:</p> <ul style="list-style-type: none"> • Understand structure and form. • Experience notation. • Use chords in practical work. • Play music via an instrument, sound or clapping using a beat.

PE

Years 1 and 2	Key stage 2	Key stage 3	Key stage 4
<p>By the end of Year 2 Pupils will:</p> <p><u>Team Skills/Competition :</u></p> <ul style="list-style-type: none"> • Being part of a group. • Helping peers by showing turn taking. • Encouraging peers with modelling. • Waiting turns with support. • Small group games such as ‘duck duck goose’. • Anticipation. • Understanding of cause and effect. • Take part/attend whole school sports day. <p><u>Routine and Healthy Lifestyle</u></p> <ul style="list-style-type: none"> • Explore and try healthy and unhealthy foods. • Exposure to relaxing techniques • Follow a set structure in PE. <p><u>Movements</u></p> <ul style="list-style-type: none"> • Awareness of people and objects around them. 	<p>By the end of KS2 (Yr 6) pupils will:</p> <p><u>Team Skills/Competition:</u> Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Working together as a team. • Helping peers through a range of methods. • Instigating encouragement of peers. • Understanding that we have different abilities in PE. • Turn taking with less prompts. • Making sure everyone has had a turn or is included. • Small team games with structure e.g. understanding of tag, rockets and spaceships. • Willing to give things a go. • Attend whole school sports day. • Take part in class/key stage competitions. • Use of bibs/colours to understand who is on my team. <p><u>Routine and Healthy Lifestyle</u></p>	<p>By the end of KS3 (Yr 9) pupils will:</p> <p><u>Team Skills/Competition:</u></p> <ul style="list-style-type: none"> • Congratulates opposition and encourages with support. • Competition with self and others at appropriate levels. • Work as a team and contribute/ listen to ideas and strategies of how to get to a specific outcome. • Work together as a team by passing to each other and getting free. • Begin to evaluate performance. • Take part in sports and competitions inside and outside of school. <p><u>Routine and Healthy Lifestyle</u> Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Create a healthy food menu • Understanding of moderation with exercise and food • Knowledge of various activities which help our mental health and 	<p>By the end of KS4 (Yr 11) pupils will:</p> <p><u>Team skills/Competition</u></p> <ul style="list-style-type: none"> • Initiates appropriate conduct when playing another team. • Leads a team. <p><u>Routine and Healthy Lifestyle</u></p> <p><u>Offsite/Adventurous Sports we can offer</u></p> <ul style="list-style-type: none"> • Weymouth Outdoor Education (WOEC) pupils can do abseiling, caving, kayaking, stand up paddle boarding, walking, climbing, bouldering, orienteering. • High ropes/Low ropes at Charmouth. • Calvert Trust – more specifically aimed at PMLD students. • Surfing. • Residential. • Abroad residential? <p>Extension:</p>

<ul style="list-style-type: none"> • Exploring movements through copying or self-initiated. • Balancing with body parts e.g. on one leg, on small apparatus. Responding to moving quickly and slowly. • Responding to stop and go commands. <p><u>Specific Movements</u></p> <ul style="list-style-type: none"> • Jumping from by leaping forward with two feet or a run and jump. • Kneeling • Skipping • Rolling (log roll) • Crawling • Climbing • Rolling a ball • Balancing (e.g. moving from standing to chair, walking in a straight line, these could be incorporated in to an obstacle course/circuit. <p><u>Coordination/Balancing, Gymnastics and agility</u></p> <ul style="list-style-type: none"> • Catching with another person starting off with small distance. • Throwing in any form. 	<p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Identify which foods are healthy/unhealthy. • Know what is meant by relax. • Follow a PE session which involves a warm up, main activity and cool down. • Understand some simple game rules. • Demonstration of cause and effect of heart beating faster when we warm up. • Understanding that warming up gets us ready and cooling down helps our bodies go back to our normal state. • Understanding that exercise helps contribute to feeling good and being healthy. • Exposure to mindfulness activities and exercises. • Know what is meant by deep breathing. <p><u>Movements</u></p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Awareness of space and how to find a space. 	<p>accessing these throughout the day.</p> <ul style="list-style-type: none"> • Understand a few more complex rules in different sporting games • Able to measure heart beat before and after exercise. • Weight awareness and how we can keep fit. Create own warm up and cool down exercises and stretches. • Dynamic and static stretching <p><u>Movements</u></p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Awareness of people in game situations. • Getting yourself in to a free space by sequencing or using more than one movement in a row e.g. dodge and run or side step and run backwards. • Different balances and stretches. • Using movement in small game situations. <p><u>Specific movements</u></p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p>	
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<ul style="list-style-type: none"> • Kicking the ball. • Bouncing the ball to another person. • Moving more than one body part – e.g. cycling, star jumps. • Balancing. • Movement over small apparatus. • Sequencing 4 simple movements e.g. travel roll balance and hold (run, walk, spin, skip then a log roll, a balance on one foot and hold this for a certain amount of time. • Holding equipment correctly and safely. • Differentiate between running and walking and being able to alternate between the two. • Use of softer balls whilst building the skills. <p><u>Independence</u></p> <ul style="list-style-type: none"> • Carrying own bag for PE. • Putting some items of clothing on independently and some with support. • Ask for water if it's hot. • Take jumper off/on if hot/cold. 	<ul style="list-style-type: none"> • Awareness of body in relation to others and in moving situations. • Exploring their own movement through own ideas. • Hopping. • Movement forwards and backwards and change direction understanding. • Balancing on bigger equipment. • Transfer of pace. • Responding to rules and routines with a whistle or sound. <p><u>Specific Movements</u></p> <ul style="list-style-type: none"> • Jumping from a small platform and how to land safely, two-foot jump and alternating feet jump. • Performing movements at correct time in response to a command. • Rolling (forwards roll, backwards, teddy bear roll). • Crawling e.g. commando crawl. • Climbing on apparatus and climbing frames. • Balancing - different type of balance e.g. on a ball, foot in front of the other, hopping. (variety of dynamic and static balancing. • Side stepping/dodging. 	<ul style="list-style-type: none"> • Distinguishing between dynamic and static movements and stretches. • Reaching and balancing. • Using movements in different contexts. • Showing and leading different movements and for year 11 to younger pupils to help them. <p><u>Coordination/balancing, Gymnastics and Agility</u></p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Throwing and catching in a game play and getting free. • Dodging around a person to receive the ball. • Throwing around a person or object. • Using different passes and knowing which ones in response to what they hear. • Sequencing own gymnastic moves from own ideas and with a partner. • Dribbling around players. • Learning specific skills to the sport. • Using different throws in games. 	
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<ul style="list-style-type: none"> Helping to get equipment out and pack away with adult guidance. <p>Swimming</p> <ul style="list-style-type: none"> Exploring the water. Tolerating splashing. Face in the water. Pouring water. Moving through the water. Moving arms and legs in the water. Exploring different floats and swimming aids. Blowing bubbles. Blowing items across the water. Songs in the water. Jumping in the water. Use of fun play equipment and confidence in the water with/without this. <p>Offsite Sports</p> <p>Horse riding?</p>	<p>Coordination/balancing, Gymnastics and Agility</p> <ul style="list-style-type: none"> Continuation of previous if not yet achieved as skills need to practice before moving on. Catching increasing the distance. Catching to yourself. Throwing with increasing the distance. Difference between type of throws – over arm and under arm. Bouncing a ball to yourself static and moving. Hitting balls from static. Hitting a moving ball. Hitting a ball from a bounce. Sequencing 4 movements with different types of roll/travel and balances specific to gymnastics. Dribbling the ball in a straight line. Dribbling the ball around cones. <p>Independence</p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> Choose appropriate clothing for PE. Remember PE bag. 	<p>Independence</p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> Washing clothes after exercise and using appropriate deodorants. Understanding of not eating too much food before running around. With a peer – get out equipment safely and pack away – being able to explain the dangers or label them. <p>Swimming</p> <p>Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> Swimming on front without aids and for short amount of time. Swimming on front for whole width of pool. Swimming under water. Swimming on back without aids for short amount of time. Swimming on back without aids for whole width of pool. Forward roll. Handstands. 	
<p>Extension:</p> <ul style="list-style-type: none"> Kicking to a specific target. Inclusion opportunities. 			

	<ul style="list-style-type: none"> • Get changed with increased independence. • Remember own water bottle for sport. • Help a team mate out if they need it or ask for it. • Set up specific equipment and pack away with increased independence. • Think about safety and what can be done to keep safe with sports. • Understanding of smell and washing clothes each week. <p><u>Swimming</u> Continuation of previous if not yet achieved as skills need to practice before moving on.</p> <ul style="list-style-type: none"> • Pushing down in the water. • Floating on back and front. • Use of swimming aids for kicking on front/back. • Use swimming aids to move arms in front crawl and backstroke. • Use of swimming aids to use both kicking legs and arms through the water on front and back. • Use of adult to minimally support body whilst kicking legs and moving arms for short distances. 	<ul style="list-style-type: none"> • Getting on and off floats independently. • Access to public swimming pool and lessons. <p><u>Offsite/Adventurous Sports we can offer</u></p> <ul style="list-style-type: none"> • Weymouth Outdoor Education (WOEC) pupils can do abseiling, caving, kayaking, stand up paddle boarding, walking, climbing, bouldering, orienteering. • High ropes/Low ropes at Charmouth. <p>Extension:</p> <ul style="list-style-type: none"> • Inclusion opportunities. 	
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	<ul style="list-style-type: none"> • Mushroom float. • Star float. • Getting on and off floats with support. • Access to public swimming pool and lessons. <p><u>Offsite/Adventurous Sports</u></p> <ul style="list-style-type: none"> • Weymouth Outdoor Education (WOEC) pupils can do abseiling, caving, kayaking, stand up paddle boarding, walking, climbing, bouldering, orienteering. <p>Extension:</p> <ul style="list-style-type: none"> • Team Games. • Understanding there are different levels of abilities. • Understanding more complex team games. • Inclusion opportunities. 		
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Religious Education

Key stage 1/2	Key stage 3/4
<p>By the end of KS1/2 (Yr 6) pupils will:</p> <p><u>By the end of KS2 pupils would have:</u></p> <ul style="list-style-type: none"> • Explored Christianity (60%) and other key areas of religion - Hinduism, Islam, Judaism or Sikhism (40%) developing an understanding of the cultural differences. • Understood the importance of belonging to a group and the effect it can have on lives/communities/families. • Enhanced an understanding of the world around us. • Promote and develop positive, caring and responsible attitudes amongst the pupils, whilst enabling them to develop a greater understanding and appreciation of other people's needs and beliefs. • An awareness of and reflect on their own spiritual and moral values in life experiences. • Experienced stories, artefacts and celebrations related to different religions. • Experienced collective worship that enables pupils to be part of a community and share values. • Experience ceremonies and rituals associated with religious beliefs • Pupils will attend and experience religious festivals and celebrations. 	<p>By the end of KS3/4 (Yr 11) pupils will:</p> <p><u>By the end of KS4 pupils would have:</u></p> <ul style="list-style-type: none"> • Extended their understanding of Christianity (60%), Buddhism, Islam, Humanism, Local religion (40%). • Developed an understanding of religious traditions and to appreciate the cultural differences between them. • Increased awareness social and moral aspects of religions including care and respect for others. • An enhanced understanding of the world around us. • Developed skills useful for a range of carers in adult life such as tolerance, respect and diplomacy. • Begun to communicate their own ideas/beliefs and have an appreciation of other people's needs and values. • Experienced collective worship that enables pupils to be part of a community and share values. • Experience ceremonies and rituals associated with religious beliefs. • Attended and Experienced religious festivals and celebrations.
<p>Extension:</p> <ul style="list-style-type: none"> • Consider views of members of other world faiths on everyday issues. • Being to compare and evaluate rights of passage and tradition between faiths, according to own views. 	<p>Extension:</p> <ul style="list-style-type: none"> • Develop an understanding of other Religions and Faiths around the world (Daoism, Rastafarianism, Paganism etc.). • Consider moral dilemmas within the context of Religious belief. <p>The RE offer examines the development of pre-requisite skills within Cognition & Learning with outcomes designed for each pupil woven</p>

The RE offer examines the development of pre-requisite skills within Cognition & Learning with outcomes designed for each pupil woven through their timetable. Personalised learning targets are designed using EHCP outcomes, Engagement Steps (summative assessment outcomes) and outcomes identified via the observational process adopted by the school.

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