



Community Special School

Learning Together for Personal Success

KS1-KS4

Semi-Formal Curriculum

References

Castle Woods School Semi Formal Curriculum

With special thanks to Dr. Penny Lacey, Birmingham University School of Education, for kind permission to reproduce.

Introduction and Rationale

We are passionate that all our pupils receive their full entitlement to access a curriculum which is balanced and broadly based (Education Act, 2002) and which (a) promotes their spiritual, moral, cultural, mental and physical development and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum for pupils in Key Stages 1, 2, 3 and 4 comprises of two distinct areas:

National Curriculum: this ensures that our pupils receive their legal entitlement to follow the statutory national curriculum, which sets out 'Programmes of Study' that detail the content that should be taught in each subject.

School Curriculum: this ensures our pupils receive additional essential opportunities for learning that are based on what we feel our pupils need to learn in order to lead fulfilled lives, both as children and eventually as adults.

Guiding Principles

The principles guiding and shaping our curriculum are:

- **Challenge and enjoyment:** Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- **Breadth:** Learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.
- **Progression:** Learners should experience continuous progression, at a rate which meets their needs and aptitudes, where each stage should build upon earlier knowledge and achievements.
- **Depth:** Learners should have opportunities to develop their full capacity for different types of thinking and learning and ensure that there are opportunities for both the acquisition and the application of knowledge, skills and understanding.
- **Personalisation and choice:** Learners should be provided with a curriculum that responds to individual needs and provides increasing opportunities for exercising responsible personal choice as they move through their school career.
- **Coherence:** Learners should be provided with a curriculum with clear links between the different aspects of learning.
- **Relevance:** Learners should understand the purposes of their activities; they should see the value of what they are learning and its relevance to their lives, present and future.

Planned Progression

We passionately believe that the progress of our pupils should not be left to chance. Although progress may look different for our pupils there are still some key considerations as pupils progress through the chronological key stages of the education system.

1. Introducing new skills, knowledge, understanding and increasing the breadth of curriculum content
2. Creating opportunities to consolidate, maintain and generalise skills/concepts
3. Providing greater opportunities for creativity/experiential learning and experience of a wider range of teaching/learning styles and methods
4. Increasing learner participation in the learning process by including opportunities for control over the environment
5. Extending learning contexts to include more age appropriate situations, wider range of people and environments
6. Providing opportunities to practise skills and apply knowledge in practical situations with increasing independence, in preparation for adulthood

Through facilitating the range of opportunities detailed in the Programmes of Study there is a greater capacity for pupils to generalise and transfer knowledge, skills and understanding to a variety of situations. These opportunities can be delivered and developed throughout daily school life and may help inform Individual Learning Plan targets.

National Curriculum Areas

There are timetabled opportunities for all pupils in Key Stage 1 to 4 to access all National Curriculum subjects:

Core Subjects		
English	Mathematics	Science
Foundation Subjects		
Art and Design	Citizenship (including PSHE)	Computing
Design Technology	Languages	Geography
History	Music	Physical Education
Religious Education		
We follow the Derbyshire Agreed Syllabus (2014)		

Please refer to Long Term Planning for specific time allocations

School Curriculum Areas

The majority of our KS1-KS4 pupils are operating within the semi-formal phase of learning, in which pupils are generally attaining between P4 and P8. Although our KS1-KS4 Semi Formal Curriculum follows on from the EYFS Curriculum, the opportunities provided by the EYFS play-based framework should not be confined to children under the age of 5. Its structure and underlying principles support the progress and development of pupils across the school where children are functioning at a level below NC Level 1.

Our School Curriculum is divided into 6 areas closely related to the EYFS Areas of Learning:

- Communication and Literacy
- Cognition and Numeracy
- Expressive Arts and Design
- Personal, Social and Emotional
- Physical
- Understanding the World

Each area will have its own *Programme for Learning* which outlines the essential opportunities for learning each child needs. These essential opportunities are based on what children need to learn in order to lead fulfilled lives, both as children and eventually as adults. The opportunities also support our commitment to developing pupils' social, moral, spiritual and cultural development. As such, these areas of learning are not taught in isolation. Instead they permeate all aspects of school life. They are intended to supplement the National Curriculum in order to make our offer more relevant to the needs of our pupils. They may help inform the actions and next steps in relation to pupils' Individual Learning Plans and they provide a framework to parents and carers to support their child's education away from school.

Assessment

This summary of the assessment strategy forms part of the school's overall assessment strategy (please refer to the Assessment Overview, Assessment Cycle and Assessment and Attainment Continuum).

Our approach to assessment is multi-faceted such is the complexity of our pupils' progress. In addition, all pupils have an agreed *Individual Learning Plan* that is compiled in collaboration with pupils, parents and teachers, as well as other allied professionals where appropriate. This is a fluid plan that changes as the needs of the pupils change. It is reviewed and amended on at least 3 occasions every year.

Pupils' linear progress is assessed using the *B-Squared* assessment tool which enables us to record and assess pupils' small steps across the curriculum for P Levels. Pupils are set annual targets in key National Curriculum subjects (English, mathematics, science and PSHE). Progress in relation to these targets is analysed on a termly basis to determine whether pupils are making below expected progress, expected progress or above expected progress.

Communication & Literacy Programme for Learning

The Programme for Learning at this semi-formal stage is divided into:

1. Speaking and Listening
2. Inclusive Reading
3. Inclusive Writing

1. Speaking and Listening

Speaking and Listening is divided into 3 areas:

- a. Understanding language (Receptive)
- b. Using language (Expressive)
- c. Communicating and interacting (Pragmatics)

a. Understanding Language (Receptive)

Children should have opportunities to:

- Listen and respond to music cues
- Listen and respond to familiar people in familiar situations and then familiar people in less familiar situations
- Respond appropriately to single words (mainly nouns and verbs at first) e.g.: coat, drink, book, yes, no, bye-bye, all-gone (anything that interests the child) (see 'See and Learn' first 60 words and then next 55 words)
- Show understanding of short phrases and sentences around objects and events (2 words then 3 words then 4 words) e.g. follow instructions
- Show understanding of words and phrases used in specific topics e.g.: snack time, self-care, shopping
- Show understanding of words and phrases used to describe properties and relationships e.g.: colours, textures, sound, shape, size
- Show understanding of simple grammar e.g.: pronouns, prepositions, possessives, plurals (see Syntax summary for details of grammatical development)

b. Using Language (Expressive)

Although we want children to learn to speak, many will need to use alternative or augmentative communication to express themselves e.g. Makaton signing, photographs or Widget symbols

Children should have opportunities to:

- Use a range of sounds e.g.: ssh, miaow, wheeee, brmm (see P48 WellComm programme for speech sound development) (Letters and Sounds)
- Imitate sounds and words e.g. in front of a mirror. (See and Learn sound pictures)
- Use single words (mainly nouns and verbs) e.g.: coat, drink, book, yes, no, bye-bye (anything that interests the child) (See and Learn)
- Use pictures/ symbols in exchange for the object e.g. at snack time
- Use short phrases and sentences (2 words, 3 words, 4 words)
- Use words and phrases in specific topics e.g.: snack time, self-care, shopping
- Use words and phrases to describe properties and relationships e.g.: colours, textures, sound, shape, size
- Use simple grammar e.g.: conjunctions, pronouns, prepositions, possessives, plurals, different tenses (see Syntax Summary for details of grammatical development)
- Use intonation, rhythm and phrasing to make their meaning clear

When planning for language learning clearly state the words/ phrases that are being targeted. Keep a record of the words and phrases understood and used (receptive and expressive language), indicating the number of key words children can understand and use e.g.: daddy's car = 2 words or 'wash teddy's face = 3 words and 'put the

red ball under the bed' = 4 words (see WellComm Programme).

c. Communicating and Interacting (Pragmatics)

Children who use alternatives to words may use a communication book, choice board, communication aid etc.

Children should have opportunities to:

- Attend to people speaking and respond appropriately e.g. look at them, smile
- Draw attention to themselves and their needs (with and without words)
- Take turns in a simple conversation (with or without words) firstly with a partner and then in a small group
- Recognise and use gestures e.g.: waving, pointing, beckoning, patting the chair
- Recognise and respond to familiar sounds e.g.: someone knocking on the door or the telephone ringing
- Show they have a shared understanding of an object/ word e.g.: follow an adult's gaze and look at an object the adult is looking at even if they don't understand the actual spoken word
- Listen to a range of words/ phrases being used in a range of circumstances (adults deliberately demonstrating – but not demanding imitation)
- Listen to and use negative words e.g. 'don't want it' or 'teddy's gone'
- Direct other people with non-verbal and verbal language
- Call people by name (maybe using sig, symbol, picture)
- Follow simple instructions (at appropriate level of understanding and with appropriate support) e.g.: sit down, eat your dinner, get a book (with or without gestures)
- Show understanding of words and phrases in familiar stories, rhymes and songs
- Follow stories with props e.g. objects, pictures, symbols
- Add the last word to a familiar rhyme
- Answer simple closed questions (what colour is the ball?', 'who's that?' where's the drink?)
- Ask for what they want e.g.: biscuit please, more song, no more dinner, read my book
- Start a conversation
- Use the 'right' amount of looking at people they are talking to
- Use greetings and goodbyes appropriately
- Show understanding of contrasting words/ concepts e.g.: hot/ cold – bigger/ smaller
- Talk about themselves and their interests
- Show understanding of simple humour e.g.: when someone says something silly
- Use appropriate language to share an experience with another person e.g.: look bike, Sam ball, nice dinner, big bag shopping
- Answer simple open questions e.g. 'what are you going to play with?' or 'how did you make that?' or 'why did the tower fall down?'
- Ask simple questions e.g.: where ball? What's for dinner?
- Retell past events in sequence e.g.: went down slide, hurt finger
- Follow short stories without props (stories just told or read from a book)
- Suggest how a story might end
- Sequence simple stories with pictures and props to help
- Tell as short story using props e.g. puppets
- Use words and phrases in pretend play/ drama/ role play
- Use a telephone to listen and speak
- Use talk to clarify their thinking, ideas, feelings and events
- Share a story about themselves with or without props

2. Inclusive reading

Children with SLD find learning to read conventional text cognitively very demanding but there are many aspects of reading in which they can participate. We have called that 'inclusive reading' as everyone can be involved even if they cannot read text. 'Reading' still and moving pictures are important as are identifying words and phrases in the environment and identifying sounds.

The programme of learning is divided into 4 areas:

- a. Reading behaviour
- b. Pictures and Symbols
- c. Sounds
- d. Reading Words and Phrases

a. Reading Behaviour

Children should have opportunities to:

- Look at books of all kinds e.g.: picture story books, flap books, personal books, talking books
- Hold books the correct way
- Choose a book from the shelf and replace it
- Turn pages from front to back
- 'Read' the book with an adult
- Point to pictures when requested (in response to known vocabulary)
- Point to pictures and name familiar objects/ people
- Point to individual words (not necessarily reading them)
- Point to words from left to right
- Make and 'read' personal books

b. Pictures and Symbols

All these activities can be used with different levels of pictures

- Simple photos (one object/ person only)
- Pictures that look like photos (one object/ person only)
- Pictures/ photos with 2 objects/ people and then increasingly more objects/ people
- Pictures/ photos with more background clutter
- Pictures that are more cartoon-like/ stylised

(When planning activities using pictures make sure that the level of picture recognition is clearly indicated.)

Symbols can also be used starting with simple symbols that clearly represent the word.

Children should have opportunities to:

- Match a familiar object or person with a simple photo of that object
- Use pictures or symbols to exchange for an object
- Match pictures that are exactly the same
- Match pictures that are similar e.g.: different kinds of cars or the same cars from different angles
- Spot very obvious differences between pictures
- Select the right picture/ symbol after hearing the word spoken
- Name the object/s in the picture/ symbol
- Name verb/s in the picture
- Use a picture/ symbol to request something (e.g.: food or favourite toy)
- Use pictures/ symbols to sequence a simple event/ story (with and without spoken words)

c. Sounds

Most children with SLD find learning to read through synthetic phonics very difficult. They have more success with learning whole words. However, Phase 1 of Letters and Sounds is very helpful. (See Phase 1 Yellow folder.)

Children should have opportunities to:

- Listen to a range of different sounds e.g.: environmental sounds, instrumental sounds, body and voice sounds
- Locate a range of sounds (usually by turning to them)

- Match sounds to objects, pictures and symbols e.g.: dog barking, police car siren, drum beat, baby crying
- Name the object that makes a particular sound
- Make the sounds themselves e.g.: clap, shake maraca, kick dry leaves, make cat miaow sound
- Listen to rhymes and rhythms
- Join in rhymes and rhythms e.g. repeated refrains in a story
- Imitate a simple clapping/ tapping voice rhythm
- Clap the syllables in words e.g. in their names
- Listen to alliteration e.g.: she sells seashells
- Join in simple alliteration
- Imitate simple alliteration
- Listen to letter sounds e.g.: ‘b-b-b’ as a ball is bounced (See and Learn)
- Say initial sound in familiar words
- Point to individual letters e.g. in their names or initial letters in familiar words
- Continue a rhyming string

d. Reading Words and Phrases

Most children will begin with their name and maybe other children’s names then mummy/ daddy and any family names. Select nouns and verbs of the greatest interest to the child. Go to the See and Learn website for resources and ideas for teaching reading through whole words <http://www.seeandlearn.org/en/gb/language-reading/introduction/>

Children should have opportunities to:

- Match familiar written words with objects/ pictures/ symbols
- Match familiar words with words e.g.: in a bingo game
- Spot the odd one out
- Select the requested word (first on its own and then in context)
- Read words
- Match short written phrases to pictures e.g.: dog ball, daddy wash, red car
- Select the requested short phrase
- Read short phrases
- Read words and phrases with clear understanding of the meaning
- Read words with initial capital letter
- Use their reading in everyday practical contexts e.g.: shopping list, menu, birthday card, message from mum

When children can read about 50 words, it may be possible to start breaking them down into sounds (analytic phonics) so these children should have opportunities to:

- Match sounds to letters (e.g.: first sound of their names and familiar words)
- Match rhyming words e.g.: cat and bat
- Spot the odd letter sound out
- Read/ say individual phonemes (see Letters and Sounds for a suggested order of learning)

3. Inclusive Writing

Children with SLD find learning to write very demanding and they often do not make much progress in conventional letter, word and sentence forming. There are however, other ways in which children can express themselves and record what they want to say, especially using technology. We have called this ‘inclusive writing’ to indicate that everyone can be involved.

The programme of learning is divided into 2 areas:

- a. Writing (meaningful marks)
- b. Mark Making and Handwriting

a. Writing

Children should have opportunities to:

- Use spoken words/ objects/ pictures/ symbols to 'write' a story
- Tell an adult what to write for them
- Experiment with their own emergent writing
- Give meaning to the marks they make
- Attach emergent words and phrases to their drawings
- Write/ type their own names
- Put words side by side to form a phrase (perhaps using a sentence maker e.g.: Breakthrough to Literacy stand style or PCS Velcro book style)
- Write short phrases using whole word selection software (e.g.: Clicker)
- Write words supported by an adult (see handwriting)
- Write words and phrases independently
- Write lower and upper case letters
- Label objects/ pictures with written words
- Use writing for practical purposes e.g.: birthday cards, shopping lists, messages

b. Mark Making and Handwriting

Children should have opportunities to:

- Hold a pencil/ pen in a whole hand grip to make marks
- Hold a pencil/ pen in a tripod grip to make marks
- Make different shaped marks (e.g.: straight and curved lines, dots and dashes)
- Make large scale and small scale marks
- Colour their drawings
- Make marks in a row (emergent writing)
- Draw approximations of familiar objects e.g. ball, face, house
- Write over the top of marks of different kinds
- Write over letters (written in yellow)
- Start at the red dot and traces round a letter
- Copy underneath letters and words
- Free write letters and words – lower and upper case

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Cognition and Numeracy Programme for Learning

The Cognitive Programme for Learning is divided into:

1. Thinking skills
2. Patterns
3. Numbers
4. Inclusive maths
5. Understanding the World (Thinking Processes)

1. Thinking Skills

The thinking skills programme is sub-divided into 7 additional areas:

- a. Remembering
- b. Thinking logically
- c. Thinking creatively and imaginatively
- d. Problem solving
- e. Talking about thinking
- f. Understanding how others think
- g. Evaluating

The learning opportunities are listed roughly in developmental order but be guided by children's strengths and interests when deciding what to teach next rather than the next opportunity on the list. Build on what children can already do. Many of the learning opportunities can be used at different levels e.g. 'predict the end point of familiar activities as they unfold' can refer to a simple routine such as snack time or too more complex activities such as Forest School.

a. Remembering

Children should have opportunities to:

- join in simple games that show they can recall familiar things e.g. fill in the last word of a rhyme or song or go and look for treasure in a named place (they need to remember where it is until it is found)
- Carry out a routine remembering the different steps
- Revisit events using photos and video to prompt memories. Try to provide memorable events to increase the likelihood of memories being laid down e.g.: a water fight, building a den, getting soaked in the rain
- Respond to clues to help them remember e.g. it's in your bag or we saw it on the pond
- Show they remember places and people around the school e.g.: find their way to their classroom, to the office or to the toilet or to the bus
- Indicate they remember events of the day e.g.: that they have been swimming or had their lunch
- Remember items in a list (verbal or visual)
- Play games that improve their memories e.g.: Kim's Game, Pelminism, Spot the difference, fetch the objects from another room
- Remember simple rules in a game
- Use a strategy to remember e.g. talking out loud or repeated looking

b. Thinking Logically:

i. Thinking Logically: Making Links

Children should have opportunities to:

- Anticipate and respond to routines, events and activities
- Link objects with a particular routine e.g. swimming costume with swimming, wellies with going outside
- Connect their own actions to familiar effects e.g. pointing to an object which an adult gives to them
- Connect other people's actions with familiar effects e.g. adult gets the cups out and they sit down to have a drink
- Connect a sequence of effects to a cause e.g. hears the tidy up music and knows to put the toys away and then sit on a chair at the table or push the jack-in-the-box down and then press the button for it to jump up
- Test out whether a cause and effect are connected e.g. press different buttons until they find the one that gives the

effect they like

- Indicate why an effect has occurred e.g. can point to the button that had the effect or to the person who kicked them
- Indicate what connects cause and effect (can remember without trying it out first)
- Link together different stages of a known activity e.g. undressing for swimming
- Indicate what comes next in a known activity/ event e.g. hold out a cup for water after finishing their meal

ii. Thinking Logically: Predicting and Explaining

- Predict the end point of familiar activities as they unfold e.g. after going to the park in the bus, indicate they want to give some bird food to the ducks
- Recognise an activity from a small part of it e.g. sees a photo of themselves sitting in the bus and can link that with going to the park
- Make sensible guesses and then check if they are correct e.g. when in the bus, they can indicate where they think they are going
- Correct themselves when wrong e.g. indicate it is swimming today and then realise that it's the day to go to Forest School
- Show they understand basic explanations of why something has happened e.g.: 'no swimming because the pool is too cold' or 'don't hit A, it hurts'.

iii. Thinking Logically: Planning

- Follow simple instructions e.g. to find a hidden object or complete a simple task
- Use logical thinking in simple situations e.g. after rolling cars down a long slope, a barrier is erected halfway down and the children go to the barrier to collect the cars rather than the bottom of the slope
- Show they understand more complex connection between objects/ events e.g.: going out in the rain means you get wet or eating everything now means there will be no more for later
- Use logical thinking in everyday situations e.g. they can get their macs, wellies and umbrellas when it is raining or collect their food, knife and fork and find somewhere to sit to eat lunch
- Answer and then ask simple questions about planning everyday life using first 'what', 'where' and 'who' but later adding 'why' and 'how'.

c. Thinking creatively and imaginatively

Children should have opportunities to:

- Respond if routines are interrupted (NB pupils with autism may not cope with interruptions to routines)
- Show surprise at the unexpected e.g. a familiar adult come into the classroom with an animal mask on or a huge scarf is pulled out of a very small box
- Join in simple pretend play e.g. drinking from a toy cup or using a block as a phone or feeding dolly from a spoon
- Add something new to a known activity e.g. adding balloons to a dolls' tea party or inviting a pretend monster to the party
- Lead an activity, introducing something new e.g. introducing head nodding to follow my leader game where this hadn't been used before
- Make objects from modelling clay e.g. an animal or person
- Role play familiar people e.g. shopkeeper or teacher
- Find new ways of using objects e.g. use a scarf as a tail or an umbrella as a boat

d. Problem solving

Children should have opportunities to:

- Recognise there is a problem to solve e.g.: indicate they understand that water has spilled on the floor or their coat isn't on their peg or they don't have the resources they need for an activity
- Indicate the need for help in solving a problem e.g. point at something out of reach or fetch an adult to open a cupboard
- Copy a new strategy after demonstration
- Have ideas for solving problems e.g.: fetch the cloth to wipe the floor or look for their coat in another place or fetch the resources they need for the activity
- Persist until the problem is solved e.g. all the water is gone
- Follow picture cues to solve a problem e.g.: fetch resources needed or go to a particular place in the school

- Put together two or more steps in a strategy to solve the problem e.g. fetch cloth, wipe up and squeeze cloth into a bucket
- Make plans for solving problems e.g.: indicate (perhaps with photos) what is needed to solve a particular problem e.g.: choose the cloth from two photos when asked which would solve the wet floor problem
- Review their problem solving and indicate whether it was good or not so good and how it might be improved
- Try an old strategy in a new context
- Solve more and more generalizable problems e.g.: how to reach something that up high or how to get into a locked cupboard or how to get yourself food and drink or how to ask someone for help

Most pupils at the semi-formal stage of development will find these last 3 areas of developing thinking skills very hard but it is good to keep them in mind and start on the early stages in each of the 3 areas.

e. Talking about thinking

Children should have opportunities to:

- Show memories for activities in the recent past e.g. point to what they have just been playing with
- Look and listen when requested
- Respond to being asked to 'think' by stopping and then responding (not necessarily correctly!)
- Plan what they are going to do next (verbally or visually) e.g. indicate what activity they want to do next
- Decide which step to use first when completing a task e.g. pull up your pants before your trousers when dressing or cutting out pictures first before sticking them on the paper
- Hear adults talking and listen to stories about thoughts, wants and feelings
- Recognise and use words such as 'think', 'remember' 'forget'
- Respond to words such as 'pretend', 'imagine', 'idea', 'why',
- Indicate when they don't understand

f. Understanding what others are thinking

Children should have opportunities to:

- Share joint attention with another person
- Hand a favoured object to another person (maybe on request)
- Watch and respond to others take turns at activities
- Imitate another person e.g. play follow my leader games
- Recognise/ use other people's names
- Recognise happiness and sadness in themselves e.g. can respond with a smile when asked if they are happy
- Can copy someone else making faces that are happy, sad, excited
- Pretend to be happy, sad, frightened, excited
- Pretend to be other people in play e.g. pretend to be the teacher and get cross with the dolls because they won't sit still
- Suggest or do things to make someone else happy or sad e.g. give a crying child his/ her favourite toy
- Recognise when someone else is pretending e.g. laugh when the monster gets them
- Hear stories about surprises, secrets, tricks and mistakes e.g. Red Riding Hood didn't know the wolf was dressed up as grandma
- Predict what someone else is going to do in a particular situation e.g. the adult is going to be cross because I have kicked John
- Suggest what someone else would like to eat or drink based on knowing what that person likes

g. Evaluation

Children should have opportunities to:

- Make choices actively e.g. indicate what they want to do next
- Make decisions about everyday events e.g. put on their coats when it's cold outside
- Makes choices and indicate reasons e.g. choose modelling clay (and not scissors) because they want to make a model of a car
- Monitor a task and adjust what they are doing to make sure they are successful e.g. when a picture won't stick to the paper because the glue is dried up, they fetch some different glue
- Choose between two ways of performing the same task e.g. they could carry a heavy load into the next room by

putting it on a trolley or by asking a friend to help

- Reject an idea because they think it won't work e.g. decide not to use the trolley because the object is too tall to go through the doorway
- Answer questions such as 'how well did you do that?' 'How could you have done it differently'

2. Patterns

The first step in learning mathematics is recognising patterns in the world. Children learn about the properties of objects: that they are small or big, smaller or bigger, the same or different, can fit into a box, are too heavy to carry and so on. They need lots of opportunities to handle objects, pictures and people.

The Patterns programme is divided into 4 areas:

- a. Object properties (smell, taste, colour, texture, shape, size, weight, volume)
- b. Shape and Space
- c. Sense of Time
- d. Measurement

a. Object Properties

Children should have opportunities to:

- Handle a large variety of objects with different properties from small to big, light to heavy, tall to short, thick to thin, rough to smooth, hard to soft, wide to narrow
- Recognise and use the language of comparisons e.g.: big/ small, long/ short
- Match objects that are exactly the 'same'
- Find the odd-one out – 'different'
- Indicate 'same' and 'different' when objects are similar e.g.: different kinds of cars
- Sort objects into different property sets e.g.: clothes for the laundry or toys into different boxes
- Arrange objects in order e.g.: by size, weight
- Place together objects that typically go together e.g. cup and saucer, shoes and socks
- Make patterns with threading beads or peg on a boards e.g.: patterns of colours, shape or size
- Respond to doing different actions with objects e.g.: throw balls into a parachute or into a tree or behind you

b. Shape and Space

Children should have opportunities to:

- Build with different shaped and size bricks/ junk/ interlocking construction toys/ pieces of wood/ squishy things/ hard things – 2D and 3D
- Fill and empty containers
- Throw/ post objects into containers e.g.: welly-wanging into a hoop, posting shapes
- Complete a range of form boards, jigsaw puzzles, stacking shapes
- Match shapes that are exactly the same (not only triangles and circle but also socks, shoes and gloves, apples, bananas and toy animals)
- Sort shapes into different properties (shape, size, colour, weight, thickness)
- Move their bodies in, out and on different shaped spaces e.g.: tunnel, slide, den
- Hear and use shape language e.g.: 'circle', 'triangle', 'round', 'long', 'corners', 'sides', 'cube', 'pyramid', 'cylinder'
- Hear and use space language e.g.: in, on, under, up, down, over, in front, behind, forwards, backwards, turn, left, right, next to, in front
- Match shapes that are similar e.g.: trousers of different sizes and colours
- Solve simple problems related to shape and space e.g.: how do you put a small hat on a large head or 2 people into a box or can I balance a ball on top of a brick tower?

c. Sense of Time

Children should have opportunities to:

- Join in a daily routine e.g. the greetings session in the morning
- Use a sand timer and wait for it to run out before doing an activity
- Use 'now and next' boards
- Join in a variety of rhythms in music

- Join in with a sequence of actions
- Move 'slowly', 'quickly'/'fast'
- Watch things drip slowly or pour fast
- Respond when a pattern is interrupted e.g.: protests when everyone gets a piece of fruit except him/her
- Copy simple rhythms e.g. clapping games or drumming
- Join in setting up the daily timetable (using objects, pictures, symbols)
- Contribute to their own home-school diaries about what they have been doing
- Use the microwave and wait for it to ting before getting the food out
- Lead a rhythm game e.g. follow my leader using instruments
- Remember what happened earlier or yesterday (maybe using scrap books/ photo albums of their activities to help them to recall what they did)
- Recognise products they have made earlier (e.g.: in art)
- Indicate what's going to happen next/ plan an activity for 'later'
- Use language 'yesterday' and 'tomorrow', days of the week, 'day' and 'night'
- Read 'o'clock' on a simple clock face
- Solve simple problems related to time e.g.: can I put all these balls in this box before the sand timer runs out or what happens when we miss the bus or what shall I tell mummy I did today?

d. Measurement

Children should have opportunities to:

- Pour water at different speeds and through sieves and water wheels etc.
- Fill containers of different shapes and sizes
- Use words such as 'full', 'empty' and later 'half full' and 'half empty'
- Compare the weights of objects using the words 'light' and 'heavy'
- Compare what containers can hold/ sets of objects/ people using the words 'more' and 'less' and 'same'
- Compare the length/ height of objects using the words 'long', 'short', 'tall', 'high', 'low'
- Compare speed of people and objects using the words 'fast', 'slow'
- Judge amounts e.g.: which car will travel faster
- Collect simple data about the weather
- Solve simple problems related to measurement e.g.: how many small jugs do you need for a whole carton of milk or how do you fit all the pencils into the box or how can I move this heavy box?

3. Numbers

The numbers programme is divided into 3 areas:

- a. Rote counting
- b. Counting objects
- c. Numerals

a. Rote Counting

Children learn to rote count (say 1, 2, 3) before they understand what counting is for. Later they learn to count objects and gradually understand that each object should be counted once and only once and the number name you finish with can be the response to 'how many?' Only then can they begin to understand simple adding and subtraction.

Children should have opportunities to:

- Recognise objects/ people are 'all gone' or there are 'lots' of them
- Discriminate between sets of objects in the range 1-3 e.g.: choose the plate with 2 sweets over the plate with 1 sweet
- Hear and join in rhythms, rhymes and chants using numbers (before recognising that the order of the words is always the same) e.g.: build a tower '1,2,3' and then child knocks it down or count '1,2,3' before pushing on the swing
- Join in rhythms in number patterns using instruments (stick to 1-3 to begin with)
- Join in simple numbers games using number up to 5
- Say number names 1-5 and later 1-10 in number rhymes and games

- Count backwards 3-1 and later 5-1 and 10-1 in games e.g.: 321 blast off!

b. Counting Objects

Very young typical children can understand quantity if the numbers are very small (1-3) but struggle with larger numbers for some time. For children with SLD, keep to 1, 2, and 3 until you think the children have a good understanding of them as quantities. Then you can move on to 1-5 and 1-10. Use objects that are large, colourful, interesting and relate to real life.

Children should have opportunities to:

- Count a very small number of matching objects when they are placed in a line 1-3 first then 1-5 and then 1-10
- Respond to the question 'how many' by counting (even if inaccurately)
- Count by putting them in a line themselves or pulling them towards themselves
- Count objects that are not exactly the same
- Share out objects between people e.g.: drinks or pieces of banana
- Increase the number of objects by a set number (1-3 first)
- Hear and use the words 'first', 'second', 'third', 'last'
- Add more or take away some objects and count again to find out 'how many now?'
- Hear counting on and count on themselves with prompting
- Play simple games with dice/ cards with dots/ pictures using 1-3 first. These are likely to be homemade games
- Solve simple problems involving quantities e.g.: how can I pick up 3 balls or how can I get all these bricks into one box or what do we do when there are no toys in the box?

c. Numerals

Children should have opportunities to:

- Match numerals e.g.: posting the right 'letter' with the numeral on into the right letter box with the numeral on or numeral lotto
- Order numerals along a number line
- Match numerals to the correct number of items (1-3 first, then 1-5 and 1-10, 0)
- Identify written numerals 1-3, 1-5, 1-10 then 0
- Play games with the numerals 1-3 (then 1-5 and 1-10, 0) e.g.: dice with numerals on or cards with numerals on. These are likely to be homemade games
- Copy numerals/ use stamp with numeral on to label the set with the corresponding number of objects/ pictures
- Make simple sums with numerals
- Solve simple problems using written numerals e.g.: fill in the missing numeral in a number line, treasure hunt to locate the numerals, follow set of picture exercises e.g.: 1 arm stretch, 2 jumps, 3 knee bends etc.

4. Inclusive Maths

As learning to count, adding up and subtracting numbers takes a very long time to learn (or not at all) there need to be plenty of opportunities for children to be engaged in maths activities, even if they cannot count or can only count by rote.

Children should have opportunities to:

- Access books that use patterns/ shape and space/ time and numbers in stories, rhymes and poems
- Play a range of musical instruments using different rhythms
- Sing and play counting games e.g. from <http://www.preschoolrainbow.org/preschool-rhymes.htm>
- Play homemade board games aimed at individual children's specific understanding
- Play movement games involving maths concepts e.g.: skittles/ obstacle course/
- Tell stories that include maths concepts e.g.: the Hungry Caterpillar

- Watch and make videos around maths concepts
- Play games and sing songs using websites such as CBeebies Numberjacks <http://www.bbc.co.uk/cbeebies/numberjacks/> or Poisson Rouge <http://www.poissonrouge.com/>
- Go into the community and find shapes, space, numbers
- Role play and use drama games around maths concepts
- Dance using different sequences and patterns (folk dancing is really good)

5. Understanding the World (Thinking Processes)

This Cognition programme of learning contains only the thinking processes associated with understanding the world. The content is to be found in the Understanding the World programme.

The Programme of Learning is sub-divided into 3 areas:

- Experimenting
- Planning
- Reasoning

a. Experimenting

Children should have opportunities to:

- Observe objects, animals and people carefully, using all their senses
- Manipulate objects within simple experiments e.g.: push different objects down a slope or put together Velcro body parts to make a doll or stick paper together with sellotape
- Use simple scientific and technological equipment e.g.: balance scales, magnifying glasses, staplers, scissors
- Compare and contrast objects and phenomena e.g.: rabbits hopping and mice running or dry sand pouring and wet sand sticking together
- Test objects one after another in a simple experiment e.g.: posting shapes to sort them into size or watering one plant but not another to see what happens or trying out a range of torches to see which is the brightest

b. Planning

Children should have opportunities to:

- Use a range of different materials for different reasons
- Use a range of different sources of information e.g.: finding pictures, asking people, looking on the web, watching what happens
- Choose what materials to use e.g.: paper to make an aeroplane and thick card to make a boat
- Plan their experiments by thinking about what might happen
- Decide what action to take in their experiments e.g.: if I can't lift this heavy object, maybe it will slide?
- Decide what kind of evidence to collect e.g.: measure a plant as it grows with a tape measure or put all the plants side by side to observe which is tallest
- Plan fair tests e.g.: trying out all the musical instruments before we can decide which is the loudest

c. Reasoning

Children should have opportunities to:

- Pick out relevant photos of the experiment they have just been doing
- Communicate what happened immediately after the experiment e.g.: point to the food colouring that had changed the colour of the water
- Provide a very simple explanation for what happened e.g.: the fan came on because it was plugged in or the coke fizzed out of the bottle because we shook it up
- Draw simple conclusions from their experiments e.g.: after experimenting with freezing, can indicate that the freezer is a good place to keep an ice lolly
- Respond to scientific or technological questions e.g.: what will happen if... or why did....?
- Use vocabulary such as 'experiment', 'because', 'observed'
- Describe the experiment they have just done in simple terms
- Suggest ways in which they might be able to improve next time

Expressive Arts and Design Programme for Learning

This Programme for Learning covers opportunities for learning in Expressive Arts and Design. There is no separate programme for Design and Technology as most of the opportunities for Design and Technology are included in the four areas:

1. Music
2. Art and Crafts
3. Dance
4. Drama

Other aspects of Design and Technology can be found in Understanding the World. The Programme of Study begins with opportunities that relate to all Expressive Arts and Design.

General

Children should have opportunities to:

- Use their senses in a range of creative experiences
- Use expressive arts to explore and create
- Use expressive arts and design to communicate and think
- Work with artists, designers, dancers, musicians and actors
- Visit art galleries, theatres, concert halls, museums of art and design
- Use creative equipment, including ICT e.g.: Sound beam, touchscreen, multimedia
- Work solo and as part of a group (cooperating and communicating with others)
- Communicate likes and dislikes in the arts and design
- Appreciate and begin to evaluate their own work and the work of others
- Plan and design using creative processes
- Problem solve in the different arts and design
- Build a repertoire of songs, dances, stories, pictures, models, sculptures and crafts
- Develop personal taste in the arts and design
- Perform or exhibit their work to an audience

1. Music

Please note that where possible children should have access to good quality instruments. Toy instruments are not sufficient.

Children who are hearing impaired should have access to low and high tech enhancement of sound e.g. resonance board, amplifiers and loud speakers, or alternatives to sound e.g.: feel the vibrations of the instruments.

Children should have opportunities to:

- Recognise and respond to musical cues
- Respond to music e.g. clapping, dancing, swaying
- Listen to and explore a range of musical instruments (including body sounds, percussion, orchestral and band instruments, instruments from different cultures, electronic instruments)
- Learn to make sounds with control e.g.: play and stop, fast, slow, high, low, loud, quiet and gradations of these
- Clap or play simple repeated rhythms
- Explore and learn how sounds can be changed e.g. in volume, speed, pitch (including using technology, such as a microphone to make the changes)
- Create musical patterns using different rhythms, pace, volume and pitch (including copying sounds as well

as inventing them)

- Join in songs and use their voices musically, listen to themselves singing
- Build a repertoire of songs
- Use and create music for a range of purposes e.g.: for relaxation, dance, celebrations, to represent their mood
- Listen to and respond to music from a range of cultures and times e.g.: African drumming, Indian sitar, Mozart Gavotte, monks singing plainchant
- Learn to play school percussion instruments as they are intended to be played
- Make music with noisy objects e.g. rustling leaves, cardboard tubes, metal coat hangers
- Direct music being played e.g.: play follow my leader games, conduct a group
- Use technology to play recorded music e.g.: CD or MP3 player (including finding favourite music)

2. Arts and Crafts

Children who are visually impaired should have access to low and high tech enhancement of brightness, contrast and size e.g. UV light, magnifiers or alternatives to visual arts e.g.: tactile messy play, tactile pictures and sculptures.

Children should have opportunities to:

- Explore and respond to a range of materials, textures and substances (including man-made and natural materials) with a range of body parts and tools both inside and outdoors
- Explore colours and how colours can be changed
- Learn to use lines to enclose a space and begin to use these shapes to represent objects
- Learn to use different materials and tools with control e.g.: make marks, paint and stop, mix colours, cut out shapes, glue material together, fold paper to make a butterfly, roll a sausage out of clay, thread beads, weave different materials, sew simple stitches with a bodkin
- Learn to use non-standard tools creatively e.g. twigs, different body parts
- Work with materials in 2D, 3D, 4D (multisensory experience)
- Create art and craft pieces using a range of techniques e.g.: painting with rollers, moulding out of play dough, decorating a hat, arranging flowers, making jewellery,
- Collate their work into a scrapbook or portfolio (across their school career)
- Create art and craft pieces for particular purposes e.g.: calendar, photo album, Christmas present, home-made musical instrument
- Learn about people who use art and crafts in their jobs e.g. artists, designers, craftsmen
- Learn to draw representationally e.g. face with features, body with limbs, tree with trunk, self portraits
- Work on art and craft projects that range in size from tiny to gigantic
- Explore and use technology to create pieces of art e.g.: photography, film, lighting, multisensory environment, animations, virtual reality

3. Dance

Children who are physically disabled should have access to physical support when dancing. Adults or more able peers can help children to move their bodies and provide containment for the different kinds of movement.

Children should have opportunities to:

- Move in a range of different ways, using different parts of the body, making body shapes and travelling around the space
- Move at different speeds e.g. running and creeping, and orientations e.g. stretching up high or crouching down low, wiggling across the floor

- Respond to supported dancing e.g. wheelchair dancing or with an adult partner on the floor
- Combine movement in legs and arms
- Play follow-my-leader with body movements
- Move their bodies for particular effect e.g.: take large steps or wave their arms
- Use their bodies to pretend to be a range of people, animals, objects
- Move rhythmically to music
- Explore different types of music and move in different ways
- Learn basic steps of a range of different kinds of dances e.g.: skipping, galloping, side skipping, wiggling the hips, high kicks
- Watch and try out a range of different kinds of dances e.g.: different cultures, eras, pop, classical, country dancing, ballet
- Associate different kinds of music with particular kinds of dances e.g.: Scottish dancing, disco, hip hop, world music
- Combine several steps to create their own dances
- Dance at different speeds and with different intensity
- Use dance steps to tell a story

4. Drama

Children who have sensory or physical impairments should have access to suitable support to enable them to join in drama e.g.: sound or visual enhancement, physical positioning and support from others.

Children should have opportunities to:

- Respond to and join in sensory stories
- Create and respond to different atmospheres e.g.: clap and dance in a lively atmosphere and relax quietly when the atmosphere is low key
- Use their bodies and voices to represent a range of people, vehicles, animals
- Pretend things that aren't really there e.g. drink from an imaginary cup or put an imaginary hat on or play in the play house
- Dress up and pretend to be other people, animals
- Use an object in an imaginative way e.g.: use a scarf as a tail or a banana as a phone
- Act out familiar scenes and stories e.g.: going shopping, looking for a lost cat, running away from a monster, traditional stories – with and without an adult narrator
- Link role play to their own lives e.g.: going to the dentist, getting ready for bed, visiting a relative
- Make up a simple story to act out – with or without spoken words
- Use props whilst acting e.g.: walking stick, magic wand, phone
- Act in a film and watch themselves performing
- Use puppets in a story/ play – without and without spoken words
- Watch and respond to plays and films in different styles and genres e.g.: slap stick humour, magical, soap opera, chase thriller, cartoons (remember age restrictions!)
- Talk about characters and what they do in plays and films or on the TV e.g.: Toys in Toy Story, Mr Tumble – whatever interest them
- Decide what is going to happen next in a scenario e.g.: the monster is approaching. Shall we fight him with a sword or run away and hide?

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Physical Development Programme for Learning

The Programme for Learning is divided into:

1. Physical development
2. Health and self-care

1. Physical Development

This part of the Programme of Study covers body awareness, fine and gross motor skills. Dance is included in Expressive Arts and Design. This programme follows on from the informal curriculum for children with PMLD, so it assumes that the basics of grasping, holding and manipulating, sitting, standing, walking and transferring from one to the other have been achieved. If these skills have not yet been achieved then follow the programme of study 'Physical' written for the informal curriculum. The Programme of Study is sub-divided into:

- a. Body Awareness
- b. Fine Motor Development
- c. Gross Motor Development

a. Body Awareness

Children should have opportunities to:

- Move the parts of their bodies e.g. in follow my leader or songs, sequences of movement, dance moves
- Recognise themselves in the mirror, photographs and videos
- Be aware of their own bodies in space and the space around them on land and in the water
- Respond by joining in whole body activities e.g. swinging, swimming, sliding, rolling
- Move confidently and safely in a range of different spaces

b. Fine Motor Development

It is hard to separate purely motor skills from cognitive skills, so the list below contains some suggestions for the purpose of the skill e.g.: flat hands can be used for touching people and objects. The motor skill is, however 'making a flat hand'.

Children should have opportunities to:

- Move their arms and hands purposefully and gradually more accurately
- Use their hands to touch objects or people – flat hands, swiping movement, fists, pointing finger
- Grasp objects with a range of hand grasps e.g.: whole hand grasp, all fingers, pincer movement with finger and thumb, tripod grip to hold a pencil Hold and transfer objects – range of sizes, weights, places to transfer to e.g.: put hand-sized play bricks into a box or transfer toy car from left to right hand
- Pick up objects and turn them around to get alignment and then place them e.g.: complete a form board or post shapes
- Build blocks into a tower, learning how to balance them securely e.g. from small wooden blocks to large soft play shapes
- Open and close a range of fasteners e.g.: lift the lid of a box, open a door, pull Velcro apart, press a button, turn a knob, twist the lid on a jar, undo and do up zips and buttons
- Carry a range of objects from one place to another – different sizes, weights, shapes, number
- Use their hands and arms appropriately and with control e.g. to pour drinks, use a hammer, turn pages in a book
- Use one and two hands to complete a range of tasks e.g.: throwing and catching balls, brushing teeth, moulding clay, making hand prints, eating snacks, wiping the table, brushing the floor, holding onto and steering a bike, cutting with scissors, sticking things with sticky tape
- Use their preferred hand for deliberate mark marking (lines and circles and later letters and numbers) with a range of different tools e.g.: felt pens, pencils, paintbrushes

c. Gross Motor Development

This section assumes that learners will develop gross motor skills as typical children do but of course children with specific physical impairments will have limitations.

Children should have opportunities to:

- Use their whole bodies to move freely in a range of different kinds of spaces e.g. in the classroom, around the school, hall, soft play, swimming pool, outside in the playground, in the park, in the woods
- Walk, run, jump, stomp, creep and bounce
- Squat down and crawl into small spaces e.g. play house or tunnel
- Walk up and down steps
- Walk up slopes with different gradients e.g. to use the slide or go over the bridge
- Walk over stepping stones
- Push, pull, pat, squeeze and move large objects with their arms e.g. push another child on a bike or push a wheelbarrow, pull a heavy box across the floor
- Roll, slide, wriggle and somersault with their whole bodies
- Throw and catch with their hands/ arms in different ways e.g. push ball along the floor, throw beanbags up in the air, bowls the ball as in bowling
- Kick balls of different sizes in different ways e.g. to people, at a wall, a short kick and a long kick
- Rides bikes and scooters, cars and other outdoor toys, using both scooting with the feet and pedalling
- Move in a range of different ways e.g. slowly, quickly, changing speeds, along the floor, taking big steps, tiptoeing, imitating an animal or person
- Climb on equipment e.g. climbing frame, PE bench/table and soft play
- Balance on equipment e.g. PE bench, balance board, wobbly board, hopper,
- Use equipment to play a simple game, taking turns with another person e.g.: push or kick a ball backwards and forwards with another person, use a bat to hit a ball, throw a large ball to knock down skittles
- Use equipment with some motor accuracy e.g.: kick ball into a goal or throw a beanbag at a target

2. Health and Self-Care

This programme follows on from the informal curriculum for children with PMLD, so it assumes that the basics of eating, drinking, toileting, dressing, undressing, washing, teeth cleaning and hair brushing have been achieved. If these skills have not been achieved then follow the programme of study 'Self Care and Independence' written for the informal curriculum.

Children should have opportunities to:

- Use the toilet as independently as they can, removing and replacing clothes, wiping, flushing the toilet and washing and drying hands
- Choose a range of things to eat and drink (from healthy alternatives presented to them)
- Dress and undress in context e.g. for swimming, PE, as independently as they can
- Undo and do up a range of different kinds of fastenings e.g. Velcro, zips, buttons, shoelaces
- Brush their hair and teeth in context e.g. after swimming or dinner, as independently as they can
- Use tissues to wipe their noses and throw it away appropriately
- Take turns and wait for others to finish their activity e.g. wait for someone to get off the swing
- Play a game with a peer, recognising that the other child is playing e.g. kicking a ball to a friend or sharing a two-child bike
- Show they can take care of property, get it out and put it away safely (usually with direction)
- Learn a bit about cleanliness and why we clean our teeth, wash our hands etc
- Learn about safety and dangers e.g. when climbing, swinging or kicking balls, moving heavy things and crossing the road
- Learn about private personal space, appropriate and inappropriate touching and dignity, and show how to practice them in the toilet and when dressing and undressing
- Recognise physical changes in the body e.g. hot after exercise, cold and need more clothes
- Learn about physical and emotional changes at puberty
- Recognise healthy foods and when to stop eating e.g. understand that seconds of vegetables is more healthy than cake
- Learn about the importance of a healthy, active life style, getting enough sleep and being hygienic
- Learn about going to the doctor's, hospital, dentist, optician, hairdresser's

Personal, Social and Emotional Development

Programme for Learning

The Programme for Learning for Personal, Social and Emotional Development covers:

1. Making Relationships,
2. Self-Confidence and Self-Awareness
3. Managing Feelings and Behaviour.

1. Making Relationships

The basics of relationship building are contained in the informal curriculum 'Communication' programme of study, so start there if necessary.

Children should have opportunities to:

- Build relationships with familiar people
- Trust and stay close to familiar adults when out
- Show an interest in the activities of others but responds differently to different people e.g. greets a family member but is wary of unfamiliar people
- Interact with other children as well as adults
- Play alongside other children
- Play cooperatively with adults
- Seek out others to share an experience
- Show affection for special people
- Play with other children, taking turns and sharing
- Interact using simple 'language' in response to others (maybe signing or using pictures/ symbols)
- Respond to suggestions from others in their play
- Initiate simple conversations with other people
- Ask questions about activities and people
- Show concern for others and help where appropriate
- Use appropriate greetings e.g. when to hug, hold hands
- Identify feelings in themselves and in others e.g. happy and sad, poorly, kind and helpful
- See how their actions and words can affect others
- Recognise people who can help them in the community
- Learn the difference between people they know and strangers (Stranger Danger)

2. Self-Confidence and Self-Awareness

Children should have opportunities to:

- Communicate their needs/ wants (words, symbols, signs, pictures)
- Enjoy and feel confident and comfortable in their own and other's company
- Use now and next boards to make choices and learn about sequences of events
- Move from one activity to another with prompts (words, symbols, signs, pictures)
- Develop self-confidence by exploring new toys and environments and playing with a range of people
- 'Ask' for things they want and show people what interest them
- Do things for themselves and not always rely on other people to do things for them
- Select and use activities and resources with and without help
- 'Ask' for help when carrying out activities
- make mistakes and be helped to learn from them
- Enjoy being praised
- Take responsibility for doing little jobs

- Show confidence in new situations (perhaps if the activity is well known)
- Show photos of themselves playing and with their families
- 'Talk' about themselves and their families to other people (maybe using signs, symbols, pictures)
- Learn how to keep themselves safe in their environment e.g. traffic, water, cooking, snow and ice, electricity, internet

3. Managing Feelings and Behaviour

Children should have opportunities to:

- Develop understand of simple boundaries e.g. 'no', 'finished', 'now', 'next'
- Become aware of the feelings of others e.g. looks concerned when someone is crying
- Learn that some things belong to them and some to other people and they may not be able to have those that belong to others
- Seek comfort from familiar adults when needed
- Express their own feelings of sad, happy, cross, scared, worried, unsafe
- Respond to the feelings and wishes of others
- Learn that some actions can hurt or upset others
- Cooperate with others
- Stop themselves doing something they know they shouldn't
- Allow themselves to be distracted when they get upset
- Share resources and take turns
- Accept delay when needs cannot be met immediately
- Learn to adapt their behaviour to different events, situations and changes in routine
- Follow simple rules for acceptable behaviour e.g. the school golden rules
- Learn how to cope when things go unexpectedly wrong
- Learn from their own mistakes (not go into meltdown!)

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Understanding the World Programme for Learning

This Programme for Learning is divided into:

1. The Natural World
2. The Material World
3. People
4. Places
5. Time
6. Daily Living

1. The Natural World

Children should have opportunities to:

- Observe how their surroundings change e.g.: seasons, weather, growing
- Record the weather on a regular basis
- Observe the different properties of natural materials e.g.: tree trunks are hard and rough, flower petals are soft and easily crushed, the sun is hot, water can be poured
- Collect and compare natural materials e.g.: autumn leaves, conkers, daisies, insects, pond life
- Show they understand and use vocabulary relating to the natural world e.g. animals, plants, weather, human body
- Still and quieten when e.g. observing birds, squirrels, rabbits
- Compare the different features of birds, animals, insects e.g. wings, 2 legs, 4 legs, big ears
- Use vocabulary associated with the life cycles of animals and insects e.g. caterpillar and butterfly, tadpole and frog, kitten and cat
- Plant a seed to grow own fruit / vegetables
- Observe the outcome of experiments and investigations into the properties of natural materials e.g. what happens to water when it is frozen or heated, what happens when a stone slab is left on grass, what happens when you cut your finger!
- Put on extra clothing when cold
- Remove layers of clothing / water / fan when hot
- Observe body changes e.g.: sweating when hot, panting when out of breath, muscles aching when overworked, shivering when cold
- Learn about the process of growing up, both physical changes and mental maturity
- Identify features of babies, older children and grown ups
- Care for a pet e.g. feed fish, clean a cage, stroke a dog, walk a dog.
- Go to places where animals can be observed e.g.: zoo, farm, pet shop
- Recognise animal habitats e.g. bird and cage, rabbit and hutch, dog and basket
- Observe in the countryside/ Forest School e.g.: walking in a wood, up a hill, in a field, by a stream – finding plants, insects, twigs etc
- Put up a tent and camp in the garden/ make a den in the woods
- Select the right clothing for different kinds of weather
- Plan and make a picnic to have in the garden, park
- Have an adventure experience (in a residential) e.g.: make a fire and toast marshmallows abseil off a rock, zip wire between trees, boat ride
- Recognise pictures of the earth, moon, stars, the ocean, mountains
- Visit a natural history museum

2. The Material World

Children should have opportunities to:

- Explore a range of materials with the senses e.g. wood, plastic, metal, large, small, long, short, loud, prickly, squashy
- Use a range of man-made objects e.g.: kitchen implements, gardening tools, art resources, switches to make toys work, touchscreen for computer
- Explore the similarities and differences between materials e.g. hard, soft, shiny, dull, heavy, light, rough, smooth, things that float or sink, things that fly or drop suddenly, bendy and not bendy, stretchy and not stretchy
- Respond to and use vocabulary around the material world e.g.: wood, plastic, metal but also man-made objects e.g.: chair, car, house, umbrella, carpet
- Play with toys that can be pushed and pulled
- Use children's construction toys e.g.: build with Lego, large and small bricks, train track
- Use resources for making things e.g.: paper, wood, glue, nail, tape, junk
- Take part in changing materials e.g. freeze and melt ice, cook cakes, dissolve coffee in water, toast bread, melt cheese, set jelly
- Use materials in different ways e.g. use fabric to make a puppet; use fabric to wipe a spillage and consider the effectiveness of the outcome.
- Track / name light and its source e.g.: torch, overhead light, car headlights
- Turn the light on / off as needed in a dark/ light room.
- Observe how electricity can make light, sound, movement, heat
- Use electricity safely and know when it is needed to make equipment work e.g.: put in plug and flip the switch, put batteries in battery charger and turn on, put charged batteries into equipment
- Operate technology that uses electricity e.g. switch operated toys, mobile phone, MP3, iPad, camera, Wii, communication aid, microwave, kettle, toaster
- Operate computers e.g. turn on, use the mouse or finger navigation, click on or touch icons, pictures, words Use a computer to search for information e.g. websites, pictures, You Tube videos,
- Use a range of computer software e.g. Microsoft Office, Inclusive Technology programmes, iPad Apps, games
- Develop specific computer skills e.g. use of switches/ keyboard/ mouse, recognise icons, log on and off, select programmes/ apps/ type simple messages
- Use some science equipment to explore the world e.g.: magnet, magnifying glass, simple balance, weighing scales, microscope, binoculars,
- Experiment and test materials e.g.: see how far you can stretch an elastic band until it breaks, pour water on waterproof and non-waterproof material, test the strength of different kinds of string/ rope, find the material that allows a car to run smoothly on it
- Use a range of materials to make shapes and objects e.g.: play dough, plastercine, modroc, polystyrene, clay
- Observe why objects are made in the way they are e.g.: why windows are made of glass and not wood, why wheels are round and not square
- Visit a science museum

3. People

Children need opportunities to:

- Identify people they know e.g.: family members, friends, staff at school
- Identify people who help e.g.: grown-ups, policeman, fireman, doctor, nurse
- Identify people who they do not know e.g.: strangers, famous people
- Identify the differences in people e.g.: different personal features, from different countries, wearing different clothes, speaking different languages, are different ages

- Identify people by their job e.g.: driver, cook, gardener, shop assistant
- Celebrate a range of festivals e.g. birthdays, rites of passage, religious festivals
- Hear religious stories from a range of religions
- Explore religious artefacts, buildings and meet religious people
- Communicate with people from different cultures during celebrations e.g. Diwali, Hanukah, Kwanzaa, Easter
- Role play different people in their jobs e.g.: bus driver, shop keeper
- Identify the different clothes worn by different types of people e.g.: job clothes, clothes for different ages, gender clothes
- Explore different adornments e.g.: jewellery, hair styles, tattoos, hats, scarves
- Recognise different emotions shown by people e.g.: anger, happiness, fear
- Recognise famous people e.g.; TV celebrities, people in the news
- Recognise the need for help and call for help when needed
- Communicate appropriately with others for different occasions e.g. welcome visitors to a performance; sports day, meal, special day etc

4. Places

Children need opportunities to:

- Understand and use vocabulary about place e.g.: here, there, inside, outside, at home, in school, in town, going shopping
- Use different rooms for different purposes
- Indicate they know what a room is used for e.g.: kitchen is for cooking, bathroom is for washing, classroom is for work
- Use and recognise different types of transport to get around
- Recognise (and respond to) environmental sounds e.g.: traffic, doorbell, telephone, pelican crossing, emergency vehicles,
- Identify their local area – both around school and around home
- Learn to use 'safe' areas e.g.: pavement, park, playground
- Learn where they live e.g.: in Coventry, their street, in England
- Travel round the local area on buses and trains
- plan for a journey around the local area or to go on a picnic or on holiday
- Recognise signs in the environment e.g.: toilet, bus, stop, danger, keep out, no entry, exit
- Take part in or watch and talk about local and national events e.g.: Christmas lights in Coventry, visit to the local zoo, the Queen on the balcony at Buckingham Palace
- Be involved in community activities e.g.: , services in local places of worship, litter picking round the local area, singing for local residents
- Learn to cross a road with adult support
- Make simple maps of the classroom, school, local area
- Learn about London as our capital city e.g. recognise Big Ben, the London Eye, a London bus, Houses of Parliament
- Recognise the Union flag and some typically English activities/ food/ people e.g.: Yeoman of the Guard, fish and chips, gardening, football, weather, St George and the dragon
- Learn a bit about other countries in the world (which ever countries are in the news or countries from where children's families come, or are contrasting to England

5. Time

Children should have opportunities to:

- Use a now and next board, visual timetable, diary and calendar to plan and record events

- Use a timer to time activities
- Use time vocabulary – yesterday, today and tomorrow, last week, when I was a baby, a long time ago, old, new, then, now, in the future, morning, afternoon, evening
- Learn about their personal history e.g. when I was a baby
- Enjoy stories from the past – about themselves and their families but also famous history stories e.g.: Horrible Histories, Gunpowder Plot, Spanish Armada – anything that interests them
- Join in a history project e.g.: making Viking shields and swords, playing with Victorian toys, dressing up as people from the past

6. Daily Living

Children should have opportunities to:

- Sample a range of different kinds of food and show likes and dislikes
- Make snacks and drinks for themselves and others
- Follow a simple recipe e.g.: sandwiches, baked beans on toast, hot dogs, salad
- Learn where food is stored e.g.: milk and butter in the fridge, baked beans and pasta in the cupboard
- Learn where food comes from e.g.: milk from cows and carrots from the ground
- Learn where to get food e.g.: from the shops, restaurant, café, take away
- Use basic kitchen equipment safely e.g.: kettle, toaster, microwave
- Help plan, shop for and cook meals – including laying the table, dishing up, clearing away and washing up
- Clean tables, shelves and the floor – using broom, dustpan and brush, cloth, spray polish, water, squeazy mop, vacuum cleaner
- Wash and dry clothes and bed linen using a washing machine and drier – and hanging clothes on the line
- Tend the garden – plant bulbs and other plants – water plants – grow vegetables to eat
- Join in leisure activities
- Use a landline/ mobile e.g.: to talk with friends/ family
- Visit a range of different kinds of shops and shopping centres and practice finding the right shops for e.g.: food, shoes, cleaning stuff, plants
- Travel on public transport following adult instructions
- Hand over money in shops and wait for the change

Notes: