

Beaufort School - Programme of Learning

# Me and My World



# Me and My World:

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## Intent:

- To develop the locational knowledge of my immediate surroundings, including the school and the local environment, with a focus upon human geography skills (Geography)
- To develop my knowledge of weather, including an understanding of seasonal changes, appropriate clothing and how it may impact upon their daily lives, with a focus upon physical geography skills (Geography)
- To provide me with knowledge of contrasting localities of the UK, with a focus upon physical geography skills (Geography)
- To enhance my experience of a contrast between our life in the UK and the human and physical features of India, with a focus upon developing locational knowledge and skills (Geography)
- To know the order of my day and week in school, as well as key events and the chronology of my life to date - Changes within living memory (History)
- To recognize that my family has changed over time, and that people have grown older - Changes within living memory (History)
- To appreciate the history of my local area by examining differences between the modern day Birmingham and the Back to back houses of the Victorian era (Changes beyond living memory)
- To examine the work of a Significant Individual (Florence Nightingale) to develop understanding of how the actions of an inspirational role model can influence my present day life (History)
- To develop historical enquiry and interpretation skills by examining contrasting historical civilizations, including the Roman Empire and The Viking/Anglo Saxon era. (History)
- To develop knowledge of practices, celebrations, places of worship and teachings of the Christian, Hindu, Sikh, Buddhist, Islam, and Jewish religions (Religious Education)
- To have experience of the 24 dispositions outlined in the agreed RE syllabus for Birmingham (Religious Education)
- To apply knowledge of how living things grow, to know the names of some animals and to identify habitats where they might live (Science)
- To be able to name, sort or change some everyday materials, as well as use appropriate language to describe the items studied (Science)
- To name a range of plants and their components, as well as taking part in activities to grow plants, indicate their life cycle and learn about what will improve or reduce their growth (Science)
- To use a range of electrical devices, as well as differentiating between electrical and non-electrical items. To demonstrate awareness of the safety of use of electrical devices, including power sources, problem solving and simple circuits. (Science)
- To activate a range of light sources, complete experiments and use appropriate comparative vocabulary (Science)
- To move a range of items through pushing and pulling and identify the correct force used. Use of comparative language to compare forces, and use of and experimentation with magnets (Science)
- To listen to and communicate changes in sound, as well as creating sound, editing sounds and varying elements such as tempo, pitch and dynamics (Science)

# Implementation:

Content, order and skills to deliver a sequential, cumulative and coherent curriculum

E = Emerging

D = Developing

S= Secure

C = Contextualising/Embedding

| Pre-formal (P1-4)  | Semi-formal (PS4-6)   | Formal (PS7 and above)  |
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| <p><b>Me and My World:</b></p> <p>Whilst children with PMLD may partake in Me &amp; My World learning sessions, the skills they are learning would come from one of their four core areas above, namely:</p> <p>Communication and Interaction<br/>Physical Development<br/>Cognition<br/>Independent Life Skills</p> | <p><b>Geography:</b></p> <p><b>Our School (Human Geography &amp; Locational Knowledge)</b></p> <p><i>Activities: Pupils to focus upon the rooms around school, wayfinding, use of objects from each environment They should branch out to include a journey to school (e.g. short bus trip) to record items seen, as well as sequencing the school day and use of a range of environments</i></p> <p>E1 - To know the purpose of environments around the school (e.g. Play outside, eating in the hall, etc.)<br/>E2 - To know where to find a small range of familiar places in school<br/>E3 - To sequence up to 3 daily activities which come throughout the school day (E.g. Hello, snack, dinnertime)<br/>D1 - Knows the way they travel to school from a selection &amp; identifies 1 thing seen on the journey to school<br/>D2 - Names a range of common items found around the school and their purposes<br/><br/>D3 - Matches objects from around school to appropriate locations</p> | <p><b>Geography:</b></p> <p><b>Our School (Human Geography &amp; Locational Knowledge)</b></p> <p><i>Activities: Pupils to focus upon the rooms around school, wayfinding, use of objects from each environment They should branch out to include a journey to school (e.g. short bus trip) to record items seen, as well as sequencing the school day and use of a range of environments</i></p> <p>S1 - Knows which furniture belongs in a particular room<br/><br/>S2 - Identify something liked and disliked about a place in school<br/>S3 - Sequences up to 5 daily activities which come throughout the school day<br/>C1 - To comment upon different transport methods seen during a journey to school<br/>C2 - To recognise wider links between objects and places they are from around school (e.g. a wider range of items found in hydro, the hall or the office)<br/>C3 - Sorts and associates items found around school by purpose or use, (e.g. Knives and forks, sling to hygiene room, fob to door, mouse to computer, etc.) demonstrating understanding of the purposes of items</p> |

**Our Local Environment (Human Geography & Locational Knowledge)**

*Activities: Pupils to gain opportunities for field work, including visits to the local environment and use of google earth to explore environments which are familiar to them. They should be encouraged to demonstrate understanding of the purposes of environments, as well as using new vocabulary for items in the local area.*

E1 - Looks at pictures of local wider environment

E2 - Groups items in local environment by 1 criterion (e.g. vehicles and not vehicles)

E3 - Anticipates item seen on a journey

E4 - Visits local environments including shops/park and talks about experience (reference to photos and use of appropriate communication system)

E5 - Shows an awareness of cause and effect in the local environment (e.g. Traffic lights, opening shop door, self-service checkout, placing rubbish in bin, recycling etc.)

D1 - Uses equipment appropriately (e.g. sitting on swing, climbing steps to slide, pushing roundabout at appropriate speed, etc.)

D2 - Demonstrates understanding of shopping when practised in a roleplay environment or at the local supermarket

D3 - Names common objects in the street or car

D4 - Names buildings using own words/language and describes them

D5 - Recognises dangers linked to walking on pavement (vehicles on road, obstacles, crossings, etc.)

**Weather (Physical Geography)**

*Activities: Experiencing sensations and weather through roleplay, in addition to selecting/putting on clothing, observing the weather outside and watching videos of differing types of weather. Link to temperature - freezing/melting, wet/dry. Tell a 'weather story' with self as the main character - e.g. going out for the day, enjoying the sunshine, starting to*

**Our Local Environment (Human Geography & Locational Knowledge)**

*Activities: Pupils to gain opportunities for field work, including visits to the local environment and use of google earth to explore environments which are familiar to them. They should be encouraged to demonstrate understanding of the purposes of environments, as well as using new vocabulary for items in the local area.*

S1 - Names a range of familiar local buildings/vehicles (e.g. own vehicle/bus, house, School)

S2 - Recognises logos and symbols in the environment (familiar shops, traffic lights, basic road signs, etc.)

S3 - Names a wider range of local buildings (e.g. garage, church, shop, park, office, flat)

C1 - Names rooms of the house at home (e.g. kitchen, lounge, dining room, bedroom, garage, shed)

C2 - Knows where a range of items can be found or purchased in the local environment (E.g. Chips from the chip shop, flowers from the florist, bread from the supermarket, etc.)

C3 - Identifies ways to be safer when moving around the local area as a pedestrian

C4 - Identifies some physical geographical features of the local area (e.g. river, hill, forest, trees, park)

**Weather (Physical Geography)**

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|  | <p><i>rain, wind in the trees, taking shelter/changing clothing, etc.</i></p> <p>E1 - Awareness of whether it is light/dark and 'the sun' during the day</p> <p>E2 - Awareness of hot and cold</p> <p>E3 - Observes the weather and comments on a key feature or change</p> <p>D1 - Talks about weather seen throughout the day, including favourite weather</p> <p>D2 - Awareness of appropriate clothing matched to weather</p> <p>D3 - Matches photographs of environments to the appropriate weather symbol</p> <p><b>Seasons (Physical Geography)</b></p> <p><i>Activities: Pupils to focus upon the season at the time of study and compare and contrast it to others through sensory activities/props/clothing. They should handle a range of natural items related to different seasons, as well as replicating weather using a torch for the sun/a colander for rain/wind machine.</i></p> <p>E1 - Shows an awareness of a contrast in the season, linked to the weather</p> <p>E2 - Notices symbols/signs in the environment associated with the current weather during an orienteering hunt</p> <p>E3 - Matches pictures of clothing to the relevant items linked to the season</p> <p>E4 - Matches pictures of equipment to the relevant items linked to the season</p> <p>D1 - Uses the terms hot and cold to describe materials (E.g. ice cubes compared to warm electric blanket)</p> <p>D2 - Names 2 properties of objects linked to the seasons, from a choice of hard, soft, hot and cold (E.g. sledge, scarf, gloves, wellies, leaves, rubber ring, easter egg dafodils)</p> <p>D3 - Differentiates between flowers, leaves, plants and trees</p> <p>D4 - Notices that leaves change colour/trees have no leaves</p> | <p>S1 - Talks about weather seen earlier in the day and yesterday</p> <p>S2 - Associates hot and cold with different weather and compares (including wet &amp; dry)</p> <p>S3 - Collects a wider range of weather observations, including comparisons (E.g. its raining more than yesterday, its sunny and windy)</p> <p>C1 - Identifies the difference between winter and summer</p> <p>C2 - Is able to comment upon the normal weather in the immediate area at the current time of year</p> <p><b>Seasons (Physical Geography)</b></p> <p><i>Activities: Pupils to focus upon the season at the time of study and compare and contrast it to others through sensory activities/props/clothing. They should handle a range of natural items related to different seasons, as well as replicating weather using a torch for the sun/a colander for rain/wind machine.</i></p> <p>S1 - Identify the difference between autumn and summer or winter and summer</p> <p>S2 - Describes a picture of a season and what can be seen</p> <p>S3 - Recognises links between objects linked to the seasons (e.g. Tree/Leaf, wellies/rain spray, sun/hat, ice cube and wooly hat, 'sun' (torch) and sunglasses etc.)</p> <p>C1 - Correctly uses comparative terms linked to the seasons and objects associated with them (e.g. hot/cold, wet/dry, thick/thin, large/small)</p> <p>C2 - Shows an awareness of a place of habitat linked to the seasons (e.g. bugs in dark places/under stones, colour of grass/length, fruit fallen from tree, etc.)</p> <p>C3 - Collects weather observations associated with seasons.</p> <p>C4 - Is able to sequence up to 4 pictures of events linked to seasons.</p> |
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D5 - Sequences basic events associated with different seasons (e.g. Leaves changing colour and falling from tree, snow falling and melting, rain - umbrella - puddles, etc.)

**Contrasting localities of the UK (Physical Geography)**

*Activities: Pupils to investigate a range of areas, including beach, forest, mountain, hill, river, valley and coastal areas). This may include visits to the areas named to complete fieldwork skills. Development of vocabulary to describe movements and positional language. Use of terms for physical geography features as identified.*

E1 - Awareness of sun during the day

E2 - Gives a sea creature a name (experience coast/ocean/sealife centre)

E3 - Names a range of objects from the natural environment (e.g. Stone, shell, stick, mud, leaf, flower)

D1 - Names two properties of animals from differing environments in the UK

D2 - Finds natural items which are similar

D3 - Describes items using colours

D4 - Use of adjectives to describe different items or environments

**India vs. UK (Locational Knowledge)**

*Activities: Pupils to cover each week with a different focus, (e.g. W1 - Overview of each country, W2 - Food, W3 - Transport, W4 - Clothing and homes, W5 - Buildings, W6 - native animals, etc.)*

E1 - Names some common objects linked to India

E2 - Maintains interest in British or Indian items for 5 minutes of more

D1 - Matches pictures of items found in India or the UK to one another

D2 - States preferences for items from the UK or India, giving reasons

D3 - Talks about items seen in the environment linked to either country

**Contrasting localities of the UK (Physical Geography)**

*Activities: Pupils to investigate a range of areas, including beach, forest, mountain, hill, river, valley and coastal areas). This may include visits to the areas named to complete fieldwork skills. Development of vocabulary to describe movements and positional language. Use of terms for physical geography features as identified.*

S1 - Identify 'school/local area' compared to somewhere else with obvious physical contrast

S2 - Describe what can be seen in terms of physical geography features (e.g. soil, rock sand, river, beach, coast, forest etc.)

S3 - Compare naturally found objects using comparative language (e.g. long, short, heavy, light, thick, thin, etc.)

C1 - Describing movement patterns of animals (forwards, backwards, quickly, slowly, up, down)

C2 - uses positional language like on/off, in/next to, out/on top of and under

C3 - To practise simple fieldwork skills such as grouping items found, way finding and classification

**India vs. UK (Locational Knowledge)**

*Activities: Pupils to cover each week with a different focus, (e.g. W1 - Overview of each country, W2 - Food, W3 - Transport, W4 - Clothing and homes, W5 - Buildings, W6 - native animals, etc.)*

S1 - Identifies pictures of places that are different from their own

S2 - Describes & Discusses an Indian scene in a photograph using a variety of adjectives

S3 - Sorts Indian items found by colour, shape and size

C1 - Recognises the contrast in

house/school/clothing/language/foods in India as opposed to the UK.

C2 - To recognise a preference based around a UK of Indian experience

### History:

#### Passage of time - me (Changes in Living memory)

*Activities: Looking at photos of self in the past/at different stages of development, with a focus upon changes over time. Also examines the recent past, e.g. what happened in school earlier in the day/yesterday. Use of language/discussion to describe past events in school and beyond*

- E1 - Shows an awareness of past activities in which they were involved
- E2 - Demonstrates a preference for an activity they have taken part in in the past
- E3 - Recognises pictures of self involved in a previous activity
- D1 - Shows an awareness of the routine of their school day
- D2 - Matches pictures of self in the past to objects/items
- D3 - Listens & response to stories of own past
- D4 - Able to comment upon the recent past (e.g. earlier in the day/yesterday) by describing what is happening using symbols/ALD
- D5 - Recognises pictures of people/events in the more distant past (e.g. photos of parents when the child was a baby)

#### My Family (Changes in Living memory)

*Activities: Looking at photographs or video footage of pupils spending time with their family at weekends. Naming family members. Completing family trees. Recognition of family members to add to life cycle work over time*

- E1 - Names familiar people in the family
- E2 - Recognises pictures of family members from the past on video

C3 - Knows they live in England, as well as features of the place where they live (E.g. key facts about Birmingham and England)

### History:

#### Passage of time - me (Changes in Living memory)

*Activities: Looking at photos of self in the past/at different stages of development, with a focus upon changes over time. Also examines the recent past, e.g. what happened in school earlier in the day/yesterday. Use of language/discussion to describe past events in school and beyond*

- S1 - Follows a sequence of a simple picture story about self or a peer in the past
- S2 - Sequences a series of three pictures of daily events
- S3 - Identifies a difference between an old and a new object
- S4 - With support, answers questions about an experience of event in the past
- C1 - Identifies personal experiences from the past (including immediate past, such as discussion of activity before/after lunch)
- C2 - Sequences pictures of self/a child at differing ages
- C3 - Discusses information in photographs from their life in the past
- C4 - Able to organise three events during own life in sequence
- C5 - Beginning to write simple sentences about the past
- C6 - Starting to use chronological language such as before, after, long ago, very old, old and new to talk about own life.

#### My Family (Changes in Living memory)

*Activities: Looking at photographs or video footage of pupils spending time with their family at weekends. Naming family members. Completing family trees. Recognition of family members to add to life cycle work over time*

- S1 - Talks about present experience of who their family are, including family tree work etc.
- S2 - Identifies difference between old pictures and new pictures of familiar people (e.g. school staff or family members)

E3 - Looks at pictures of family members, watching as staff point to them

D1 - Responds to discussion of past events linked to own family

D2 - Sequencing events over a short term linked to my family (E.g. events over the weekend during time spent with family)

D3 - Comments on changes in family (e.g. siblings being born, moving house, moving school or country, etc.)

**History of my local area (Changes beyond living memory)**

*Activities: Focus upon a local area of past historical interest (i.e. Birmingham back to back houses), with concentration on 19<sup>th</sup> century life and living - Making direct comparisons between home life then and now, historical artefacts, practices, culture and clothing*

E1 - Shows awareness of the purpose of a place from a longtime ago (e.g. a kitchen, bedroom or toilet which looks different to now)

E2 - Collects items from long ago which are of interest (e.g. Victorian artefacts loaned from Birmingham Museum and Art Gallery)

E3 - Recognises everyday items from the past (E.g. chalk and slate, iron, different clothing or vehicles, toys and games)

D1 - Requests a favoured historical item again using more/again

D2 - Reads words of symbols in the environment linked to a range of historical items

D3 - With assistance, produces captions for pictures of people going about their 19<sup>th</sup> Century Victorian lives (e.g. the lady is cooking, the man is ironing, etc.)

**Back in time: Dinosaurs**

S3 - Makes statements or phrases in the past tense regarding time spent with family members, linked to recent experiences (e.g. how time was spent at the weekend)

C1 - Acts out personal experiences in roleplay, linked to how time would be spent with a family member

C2 - Names some events which have happened in the past with family members

C3 - Demonstrates understanding of the difference between past and present in relation to family members (e.g. whilst studying human life cycles linked to family members of different ages)

**History of my local area (Changes beyond living memory)**

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S1 - Sequences a report of a visit to Birmingham's Back to back houses, with information regarding what was seen/experienced.

S2 - Identifies a difference between an old place and a new place, in reference to current and Victorian housing

S3 - Identifies objects from a Victorian house as being from the past or the present, when compared with a range of modern items

C1 - Describes some aspects of these artefacts in simple terms

C2 - Uses varied language to talk about the past and present, including now/then, today/yesterday and before/after

C3 - Names the period of history studied (Victorian era)

C4 - Able to identify one difference between a Victorian object and modern day item

C5 - Able to describe/identify one feature of a Victorian artefact

**Back in time: Dinosaurs**

*Activities: Exploring, writing, observing differences.*



*Activities: Role play, sequencing, exploring Dinosaurs in their habitat*

E1 - Maintains interest for up to 5 minutes whilst taking part in roleplay as Dinosaurs

E2 - Recognises that pictures tell stories - shows interest in Dinosaur stories

E3 - Dictates a caption for a variety of different dinosaur pictures

D1 - Answers simple questions linked to new information learnt about Dinosaurs

D2 - Relates events to own experience (E.g. differences between now and dinosaur era -(habitats)

D3 - Follows simple instructions to create fossils/dinosaurs

D4 - states what they are doing and is able to describe the sequence of actions they have followed

#### **The Romans (Changes beyond living memory)**

*Activities: Suggested structure could include W1 - Differences between the Roman Empire and now, W2 - Roman Soldiers, W3 - Mosaics and Pots, W4 - Chariot racing, W5 - The Roman Catholic church, W6 - Roman buildings and W7 - Review of work on Romans/ recent historical skills recognition/evaluation*

E1 - Collects objects of interest linked to the Romans  
E2 - Listens to staff talk about photographs of Roman items

E3 - Names some common objects using sign/symbol/word

D1 - Looks at what an adult is talking about when discussing the Romans and asks what, who or where questions with an aided language display supporting them/modelling from an adult

D2 - Identifies old artefacts which are familiar or have an obvious purposes (E.g. Helmet, shield, pot, chariot, etc.

D3 - Points to detail in pictures and matches pictures (E.g. two shields, two mosaics, two roman soldiers, etc.

S1 - Observes changes over a long period of time (i.e. how dinosaurs have evolved)

S2 - Sorts objects into old and new when handling artefacts from the dinosaur era

S3 - Illustrates a historical event or celebration (E.g. making a green screen video of dinosaur role play and how she helped others)

C1 - Creates a dinosaur story using pictures and/or words

C2 - Is aware of situations and acts them out with historical accuracy

C3 - Accurately answers questions about Dinosaurs in the past

C4 - Able to name a range of dinosaurs and write some simple sentences about them, using full stops, capital letters and finger spaces

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S1 - Identifies differences between old and new objects (E.g. roman soldier's helmet and modern day cap

S2 - Identifies differences between peoples clothing in the present day and that which was worn during the roman times.

S3 - Compares a Roman building to those which are familiar to them in the present day

C1 - Describes some Roman artefacts in simple terms, having compared them to modern day items

C2 - Takes part in roleplay with understanding linked to Roman customs (E.g. chariot racing)

C3 - Identifies one difference between a Roman and modern day object

Start with identical photos and move onto those which are different)

### **Invasion and Settlement of the Vikings in Britain (Changes beyond living memory)**

*Activities: Suggested structure could include W1 - Differences between the Viking era and now, W2 - Viking Settlements/life (Decoration of sensory room?), W3 - Viking Settlements/life, (Decoration of sensory room?), W4 - Viking clay bowls and jewellery, , W5 - Viking travel and invasion, W6 Viking Gods/Thor's Hammer and W7 - Review of work on Vikings/ recent historical skills recognition/evaluation. Potential to involve visiting professionals in leading Viking Invasion work/handling of artefacts/Creating a settlement*

E1 - Demonstrates preferences for a range of items from the Viking era.

E2 - Collects objects of interest linked to the Vikings

E3 - Recognises a range of familiar Viking items from the past (e.g. rug, hat, pot, bowl, etc.)

D1 - Names a single property of a Viking object (E.g. 'hard')

D2 - Matches Viking objects to photographs on computer screen

D3 - Matches pictures of similar Viking artefacts

D4 - Responds to objects from the past and

### **Theme Days:**

Anniversaries and Celebrations - Bonfire Night (Significant historical events)

The Great Fire of London (Significant historical events)

Ancient Greece

The Tudors/Kings and Queens

World War II & Remembrance

Life in Victorian Britain

### **Religious Education:**

**Study of a religion: Christianity (Church Visit)**

*Dispositions from Birmingham RE Syllabus: Being Merciful and Forgiving, Being Silent and Attentive to,*

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S1 - Uses commentary to order and plan an activity (E.g. sequence what needs to be done to make a clay bowl/jewellery)

S2 - Sorts objects by a given criterion, such as old and new

S3 - Compares a modern day building to those which were around in Viking times

C1 - Talks about Viking items in the past tense

C2 - Identifies Viking homes in comparison to modern homes, talking about key differences

C3 - Names items which might be found in a Viking settlement

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Life in Victorian Britain

### **Religious Education:**

**Study of a religion: Christianity (Church Visit)**

*Dispositions from Birmingham RE Syllabus: Being Merciful and Forgiving, Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence, Being Thankful, Expressing Joy, Being Regardful of Suffering*

*and Cultivating a Sense for, the Sacred and Transcendence, Being Thankful, Expressing Joy, Being Regardful of Suffering*

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Church to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

E1 - Expresses feelings using words, gestures, signs or symbols

E2 - Listen to a range of Religious Stories

E3 - Responds to a simple question about a religious event or experience

D1 - Takes part in a group activity, such as prayer or celebration

D2 - Recognises a celebration

D3 - Talks about celebration of a special occasion in own life

**Study of a religion: Hinduism & Sikhism (Gurdwara Visit)**

*Dispositions from Birmingham RE Syllabus: Cultivating Inclusion, Identity and Belonging, Caring for Others, Animals and the Environment, Creating Unity and Harmony, Being Fair and Just, Being Courageous and Confident*

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Gurdwara to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

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S1 - Hear and use some religious vocabulary used in a religious context

S2 - Learn about key members of a local religious group

S3 - Listens and responds to a religious story

C1 - Able to recall a religious story

C2 - Identify some religious objects and places

C3 - Shows respect for the feelings of others

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S1 - Recognises some religious symbols

S2 - Recognises a place which is important for religious people

S3 - Can relate a religious story to own experience

E1 - Responds by copying or matching the feelings of others  
E2 - Joins in with different religious activities  
E3 - Shows curiosity in a range of religious activities  
D1 - Explores and responds to a range of religious activities  
D2 - Recognises people who show care and concern  
D3 - Recognises how to show care and concern themselves

**Study of a religion: Buddhism (Temple Visit)**

*Dispositions from Birmingham RE Syllabus: Being Hopeful and Visionary, Appreciating Beauty, Being Curious and Valuing Knowledge, Being Open, Honest and Truthful, Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment*

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Temple to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

E1 - Responds to a range of religious stories  
E2 - Join in with different religious activities  
E3 - Shares Enjoyment of Special occasions  
D1 - Takes part in group activity  
D2 - Learns about key figures in own life  
D3 - Recognises a celebration

**Study of a religion: Islam (Mosque Visit)**

*Dispositions from Birmingham RE Syllabus: Living by Rules, Being Loyal and Steadfast, Being Modest and Listening to Others, Being Reflective and Self-Critical, Sharing and Being Generous*

C1 - Knows how feelings about significant events can be expressed

C2 - Responds to and recalls religious stories

C3 - Recognises what is important in own life

**Study of a religion: Buddhism (Temple Visit)**

*Dispositions from Birmingham RE Syllabus: Being Hopeful and Visionary, Appreciating Beauty, Being Curious and Valuing Knowledge, Being Open, Honest and Truthful, Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment*

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S1 - Recognises what is right and wrong and understands the consequences of their actions

S2 - Recognises a place that is important for religious people

S3 - Shows sensitivity to the feelings of others and respect

C1 - Able to recall a religious story

C2 - Recognises the difference between a right and wrong choice

C3 - Identifies some religious objects and places

**Study of a religion: Islam (Mosque Visit)**

*Dispositions from Birmingham RE Syllabus: Living by Rules, Being Loyal and Steadfast, Being Modest and Listening to Others, Being Reflective and Self-Critical, Sharing and Being Generous*

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Mosque to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

E1 - Expresses feelings using words, gestures, signs or symbols

E2 - Listens to a range of religious stories

E3 - Responds to a simple request about a religious event or experience

D1 - Shows curiosity in a range of religious activities

D2 - Recognises people who show care and concern

D3 - Learns about key figures in own life

**Study of a religion: Judaism (Synagogue Visit)**

*Dispositions from Birmingham RE Syllabus: Remembering Roots, Participating and Willing to Lead, Being Imaginative and Explorative, Being Accountable and Living with Integrity*

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Synagogue to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

E1 - Responds by copying or matching others' feelings

E2 - Responds to a range of religious stories

E3 - Explores and responds to a range of religious activities

D1 - Shares enjoyment of special occasions

D2 - Recognises how they show care and concern

*Activities: Pupils should cover a range of activities linked to the faith, including W1: Scene setting in school - Setup of classroom as place of worship and joining in with practises linked to Faith. W2: Visit to a Mosque to meet key celebrants and explore the environment. W3: Study of a story linked to the religion. W4: Roleplay of a celebration linked to the religion. W5: Practise handling and naming key artefacts. W6: Use of religious vocabulary learnt to review photos of work over the half term.*

S1 - Hear and use some basic vocabulary used in a religious context

S2 - Learns about key members of a local religious group

S3 - Listens and responds to religious stories

C1 - Relates a religious story to own experience

C2 - Responds to and recalls religious stories

C3 - Recognises what is important in own life

**Study of a religion: Judaism (Synagogue Visit)**

*Dispositions from Birmingham RE Syllabus: Remembering Roots, Participating and Willing to Lead, Being Imaginative and Explorative, Being Accountable and Living with Integrity*

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S1 - Recognises some religious symbols

S2 - Recognises what is right and wrong and understands the consequences of their actions

S3 - Knows how feelings about significant events can be expressed

C1 - Sensitive to others' feelings and shows respect

C2 - Able to show respect to others' feelings

C3 - Recognises between a right and wrong choice

D3 - Talks about celebration of a special occasion in own life

**Theme Days:**

Diwali Celebration/Activities  
Easter Celebration/Activities  
Christmas Celebration/Activities  
Eid Celebration/Activities  
Hannukah Celebration/Activities

**Science:**

N.B. National Curriculum content including 'rocks' and 'seasonal changes' are not included in Beaufort's Science curriculum because they are explored in Geography instead.

**Animals, humans and habitats (Biology)**

*Activities: Pupils should explore the key features of people and animals and branch out from there. E.g. W1 - Human body, W2 - A small range of familiar animals from contrasting settings (e.g. lion - jungle, dog - house, pig - farm, etc.)*

*W3 - Consideration of habitats/ changes as people/animals grow, W4 - Comparison between what is alive/not alive*

*W5 - Life cycles of people/animals, W6 - Groups of animals/foods eaten/review*

E1: Makes sounds using movements of own body, and imitate actions involving main body parts

E2: Identifies some familiar, animals, such as dog, cat, fish

E3: Identifies the main parts of a person's body/face when asked

D1: Recognises the distinctive features of a range of animals

D2: Compares photos of self at different ages

D3: Comments upon where objects and living things belong

**Everyday materials/States of matter (Chemistry)**

**Theme Days:**

Diwali Celebration/Activities  
Easter Celebration/Activities  
Christmas Celebration/Activities  
Eid Celebration/Activities  
Hannukah Celebration/Activities

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*W3 - Consideration of habitats/ changes as people/animals grow, W4 - Comparison between what is alive/not alive, W5 - Life cycles of people/animals, W6 - Groups of animals/foods eaten/review*

S1: Describes an animal using simple vocabulary (E.g. colour, shape, place found)

S2: Indicates that living things grow and change

S3: Aware of what is living or not living

C1: Uses 3 or more pictures/stages to describe a life cycle

C2: Familiarity with the names of some fish, amphibians.

Reptiles birds and mammals

C3: Identifies foods eaten by differing animals

C4: Observe and begin to group animals by type

**Everyday materials/States of matter (Chemistry)**

*Activities: Pupils should access a range of activities which allow them to explore physical properties and changes through a graduated approach, e.g. W1 - Explore physical properties of materials, W2 - Label using symbols, W3 - experiment with changing materials, W4 - identify materials of different types/groups, W5 - Sort Materials, W6 - Begin to choose materials for different purposes e.g. as part of an experiment*

E1: To intentionally change some materials by physical means, e.g. mixing or squeezing

E2: To sort objects by colour when there are 2-3 objects present

E3: To answer simple questions about properties of materials, such as big, small, wet, dry or same

D1: Indicates before and after changes such as bread to toast, cake mix to cake, or ice lolly to water

D2: Sorts materials according to a single, given criterion, such as hot, cold, wet, or dry

D3: Describes the before and after of material changes

#### **Plants (Biology)**

*Activities: Provide opportunities for pupils to touch, smell, observe and feel a range of plants, trees and flowers. Content may include W1 - Plant walk in the environment (rubbing leaves and herbs, leaf id sheet, comparisons between plants W2 - Growing plants from seed (Garden Centre visit), comparing those grown in soil to those in cotton wool. Experimentation. Making predictions W3 - Compare plants which are visually/feel different (Flower arranging activity?). W4- What a plant needs to survive/experiment of leaving plants in places with varying degrees of light. W5 - Study of plants which can be eaten/those which produce fruit. W6 - Comparisons between plants and animals, placing plants into groups (e.g. trees, bedding plants and hedges)*

E1: Shows a preference for a smell or touch by showing pleasure or displeasure (E.g. the smell of a flower or feel of leaves)

*Activities: Pupils should access a range of activities which allow them to explore physical properties and changes through a graduated approach, e.g. W1 - Explore physical properties of materials, W2 - Label using symbols, W3 - experiment with changing materials, W4 - identify materials of different types/groups, W5 - Sort Materials, W6 - Begin to choose materials for different purposes e.g. as part of an experiment*

S1: Uses specific terms to describe properties of items, such as shiny, bendy, strong or different

S2: Describes a material by indicating several properties or features of it

S3: Identifies a range of materials made from wood, metal or plastic

C1: Sorts materials according to simple criteria

C2: Chooses some materials for specific purposes

C3: Identifies objects made of glass/rock and begins to sort objects into groups

#### **Plants (Biology)**

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S1: Describes a plant/contrasting plants/trees using simple vocabulary

S2: Indicates that living things grow and change

E2: Responds to simple scientific questions about living things, such as tree, flower, plant (Answering on a one key word or symbols level)  
 E3: Observes changes in plants as they grow, e.g. leaves changing colour, stages of a plant growing or bud developing into a flower  
 D1: Closely observes changes associated with plants, such as seed growing into plant, putting a plant in a dark place, etc.  
 D2: To identify where living things such as plants belong, in contrast to where humans or familiar animals might live  
 D3: To recognise basic features of a range of living plants (E.g. leaves, flowers, fruit, petals)

**Electricity (Physics)**

*Activities: Suggested activities/content to include:  
 W1: explore and experience uses of electricity. Electrical devices photo walk around school W2: Examine batteries and devices which use them. Encounter adding/removing batteries. W3: Sorting items into those which do or do not use electricity. W4: Focus upon electrical safety/hazards linked to electricity use. W5: Introduction of electrical circuits/experiment with changing items/conductors as part of the circuit. W6: Creation of a range of electrical circuits/problem solve why they aren't working.*

E1: Activates a range of light or sound effects, using an iPad touch screen or multi-sensory environment  
 E2: Able to turn on or off a range of familiar electrical devices, such a lights, computer, a torch or other  
 E3: Explores items at home or school which use electricity  
 D1: Starting to identify some devices which use electricity, e.g. battery operated toys or ICT from a given selection  
 D2: Identifies some sound and light sources, including those which use electricity  
 D3: Differentiates between items which make a sound/move which are electrical or not electrical

S3: Sequences a series of up to 3 pictures to describe the process of a plant's growth (E.g. a bedding plant flowering or a tree producing fruit)  
 C1: Beginning to make predictions about how providing food and water for plants/light/temperature will influence them  
 C2: Beginning to group plants, giving reasons. Devises simple tests for plants having no water.  
 C3: Beginning to sort pictures into plants and animal groups. Able to use vocabulary such as branches, trunk, bulb and roots  
 C4 - Groups plants giving reasons, aware of evergreen and deciduous plants, and beyond

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S1: Developing awareness that some equipment can be dangerous, with reasons why (E.g. a kettle that gets hot, a hob or something sharp) - Safe and not safe electrical items to touch  
 S2: Identifies some simple electrical components (e.g. battery, plug, switch, bulb, bell)  
 S3: Observes changes in light, sound or movement observed when working with simple electrical circuits (e.g. dimmer switch/ remote control car, volume control on iPad, etc.)  
 C1: Considers safety rules when completing practical work related to electricity  
 C2: Starts to indicate the source of power for electrical devices (Batteries or a plug)



**Light & Dark (Physics)**

*Activities: Activation of a range of light sources and opportunities to develop enquiry skills. Suggested foci to include: W1: Exploration of the concept of needing light to see. W2: Light from various sources - Considering brightness and colour etc. W3 - Shining light through a range of objects to test whether it passes through them. W4: Illuminating bright or shiny objects using light. Compare to dull objects. W5: The sun as a source of light/sensory scenario to experience transition between day and night time using a torch W6: Use of comparative language to compare light sources. Which is brightest, what effect does it have when they are moved closer/further away to surfaces, etc.*

E1: Activates a range of lighting effects to experience both light and dark environments

E2: Communicates awareness of an obvious change in light (e.g. light changing colour, turning on, or turning off)

E3: Beginning to show awareness of a range of light sources, such as the sun and electrical items, using one key symbol or word

D1: To make a simple prediction about going into a space, with regards to whether it will be light or dark

D2: To carry out a simple test with support (E.g. which materials a light source will or will not shine through)

D3: Demonstrates simple properties of light, such as making an environment light or dull.

**Forces and Magnets (Physics)**

C3: Able to problem solve why an electrical device is not working by checking plug/batteries or switch, etc.

C4: Beginning to experiment with creating electrical circuits with support, and beyond. Describe the effect of turning an object on or off

**Light & Dark (Physics)**

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S1: Experimentation with shining a light towards a surface, both at close and longer range, making predictions from regular experience.

S2: Demonstrates awareness that daytime is light and night time is dark where I live.

S3: Able to describe changes during an experiment with light and dark (E.g. placing obstacles in front of light sources/attempting to shine light through them. (Include mirror for reflection of light, and look behind mirror to see that light has not shined through the other side).

C1: Observes and comments upon changes in light following changes (E.g. coloured cellophane in front of light source)

C2: Explores the effect of different lights in a dark room. How are they different? Which is brightest? What can we see?

C3: Discusses how to save energy by turning lights off - link to use of electricity

C4: Knows that the sun moves across the sky during the day. Knows it is not safe to look directly at the sun.

**Forces and Magnets (Physics)**

*Activities: Starting with experimentation with forces, graduating onto magnets. Suggested activities to include: W1: Experiment with pushing and pulling a range of items. W2: Experiment with items/surfaces that are easy and hard to push and pull along/against. Use wheeled and unwheeled objects, gradients and light/heavy items W3: Consider the impact of movement upon people and objects. Allow pupils to experience being moved in a variety of ways in blankets and experiment with dropping items which will break or not break. Record pupils predictions and compare to results. W4: Introduce attraction and repulsion of magnets. Pupils to experiment with pushing and pulling forces. W5: Experiments with materials which are magnetic and not magnetic around the school or classroom. W6 - Cover wider behaviours of magnets. E.g. what surfaces will magnets work through? Experiment with magnetic shape boards and connecting shapes to create models.*

- E1: Causes movements by a pushing or pulling action
- E2: Identifies a range of items in school which need to be pushed or pulled to move.
- E3: Able to name the action completed using a sign or symbol (I.e. pushing or pulling)
- D1: Record results of experiments, e.g. break and not break, in reference to W3 above.
- D2: Use of the terms 'pushing' or 'pulling' is also used to describe magnetic forces
- D3: Able to trial and repeat actions when prompted, in relation to pushing and pulling

**Sound (Physics)**

*Activities: W1: Experiment with the presence and absence of sound, including the use of sound in different spaces. Musical instrument work for playing and stopping, W2: Coverage of familiar sounds - Sound lotto game. Identification of sounds. W3: Exploration of sounds in the wider environment. Are they near/far, loud/quiet? What can be heard in different spaces in and close to school? Pupils to record sounds and listen to them back in the classroom, naming them where*

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- S1: Demonstrates simple properties of movement which are fast or slow when pushing or pulling
- S2: Explores magnets, including attraction and repulsion
- S3: Able to organise items which stick to a magnet
- C1: Identifies items which are magnetic of non-magnetic, through practise
- C2: Begins to anticipate what will or will not be magnetic
- C3: Experiments with which items will block or not block the force of a magnet with reasons (e.g. because it is thick/thin)

**Sound (Physics)**

*Activities: W1: Experiment with the presence and absence of sound, including the use of sound in different spaces. Musical instrument work for playing and stopping, W2: Coverage of familiar sounds - Sound lotto game. Identification of sounds. W3: Exploration of sounds in the wider environment. Are they near/far, loud/quiet? What can be heard in different spaces in and close to school? Pupils to record sounds and listen to them back in the classroom, naming them where possible. W4: Explore*

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|  | <p>possible. W4: Explore making sounds using own body, musical instruments or engaging with resources e.g. splashing water or scrunching paper. W5: Explore the possibilities of changing sounds that can be made, using musical instruments or electronic effects via iPad app. Experiment with making loud/quiet/short/long sounds. Move sounds closer and further away to consider effect this has W6: Listen to different types of music as sound - play along to music of different styles and comment upon the features of the sound produced.</p> <p>E1: Communicates a change in sound, such as loud or quiet<br/> E2: Identifies a sound source when the object is out of view<br/> E3: Listens for and attempts to identify sounds in the classroom and the school environment<br/> D1: Identifies sound sources from a selection of familiar objects or pictures<br/> D2: Identifies sound sources of a wider range of items.<br/> D3: Experiments with the volume of sound when it is moved near and further away.</p> <p><b>Science Theme Days:</b><br/> Earth and Space<br/> Potions/Chemistry Day (Volcanoes, rockets, potions)</p> | <p>making sounds using own body, musical instruments or engaging with resources e.g. splashing water or scrunching paper. W5: Explore the possibilities of changing sounds that can be made, using musical instruments or electronic effects via iPad app. Experiment with making loud/quiet/short/long sounds W6: Listen to different types of music as sound - play along to music of different styles and comment upon the features of the sound produced.</p> <p>S1: Demonstrates single properties of sound, such as making a loud or quiet sound.<br/> S2: Observes and comments upon a change in sound which results from an action (e.g. playing an instrument inside a box)<br/> S3: Able to create a simple musical instrument to produce sounds.<br/> C1: Creates simple sound effects using items which have been found<br/> C2: Experiments with editing sounds using an iPad app, commenting on the change they have made (e.g. high or low, ore long or short)<br/> C3: Follows instructions to create a range of sounds to play along to music, varying elements such as high, low, fast, slow, loud and quiet.</p> <p><b>Science Theme Days:</b><br/> Earth and Space<br/> Potions/Chemistry Day (Volcanoes, rockets, potions)</p> |
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## Impact:

How we measure whether the implementation of the curriculum achieves our intent statements

- Learning walks
- Book Trawls

- Lesson Observations
- Drop-ins by SLT
- Subject Coordinator Scrutiny (For awareness - Subject coordinators are not accountable for progress)
- Progress data & Target Setting
- Termly Progress Meeting with actions set
- Next Steps
- Formative Assessment (Work samples, written observations on progress sheets and photographs)
- Moderation of work
- End of year Reports (Academic)
- Annual Reviews of the pupil's EHCP
- Parent Workshops, Questionnaires & Parents Evenings
- Class team meetings and Phase Meetings
- Teacher and TA Appraisal
- Ofsted Inspections
- School Improvement Partner involvement in T&L Monitoring
- BEP/Local feedback on curriculum content
- Discussion of Curriculum at SLT Meetings
- Use of CPD time to review curriculum and agree ways forward
- Staff confidence questionnaires in teaching skills
- SLT Leadership and Management of the curriculum
- Teacher involvement in choosing motivating topics to gauge pupils' interests
- Robust monitoring of pupils' opportunities to take part in reading activities to read widely and often
- Assessment using WS P Steps, AET Progression Framework and Scales of Engagement