



# Loyne Specialist School

## Faculty of Learning (Key Stages 1-4)

*Contributing  
To Achieve*



The Faculty of Learning 'Contributing' comprises Story telling & Rhyme Artistry, English and Maths and reflects the Preparation for Adulthood strand of Employment.

# To Achieve

Pupils access the curriculum through 1 of 3 pathways, Lake, River or Ocean.

## Lake

Learners at very early levels of development who may have profound or complex learning difficulties and are working within Engagement Steps (B Squared) access a curriculum which provides engaging opportunities, promotes and enables early skill development focusing upon functionality of movement, communication and purposeful interactions within their environment (non-subject specific learning). Within the faculty of *Contributing* pupils access storytelling and rhyme artistry. Our aim is for learners to develop communication strategies so they are able to understand and be understood at home, in school and within the community.

## River

Learners who have severe learning difficulties and are working within Progression Steps 1-3 (B Squared) access a curriculum that builds upon their established learning to learn skills and extends their learning through subject-specific opportunities, which are meaningful and relevant and enable pupils to continue to develop life-long functional skills. Learners access a highly differentiated and carefully scaffolded pathway in English and Maths and we aim for pupils to enjoy learning, make progress and achieve at home, in school and within the community.

## Ocean

Pupils working within the expectations of the **National Curriculum** (Progression Steps 4 and above, B Squared) access 'Ocean' which is broad and balanced scheme of work, tailored to ensure meaningfulness and functionality for learners. Pupils in this access route will access a progressive pathway in English and Maths and we aim for learners to take active involvement and enjoyment in their learning, to contribute to their developing knowledge and to make progress and achieve in school and at home and within the community.

This document will outline the content coverage for the faculty of wellbeing in the following sections

### Lake

- Topic Mapping
- Story Telling & Rhyme Artistry

### English

- Topic Mapping
- River
- Ocean

### Maths

- Topic Mapping
- River

# Lake

Lake learners will access non subject specific learning in 'story-telling and rhyme artistry' through a broad and balanced programme of topics.

Primary Topic Mapping			
Year	Term	Lower Primary (Coniston)	Upper Primary (Buttermere, Cartmel & Derwent)
1	Autumn	Where I live	Who lives in a Castle?
	Spring	How we play!	How Does my Garden Grow?
	Summer	Going to the shops!	Beside the Seaside
2	Autumn	Ways I can travel	The Way I Grow!
	Spring	Dinosaur Roar	Earth, Space, Wind & Fire
	Summer	Going to the farm!	Nature Detectives
3	Autumn	Superhero's	Woodland World
	Spring	All kinds of weather	What can I build?
	Summer	Looking After Me	Going to the zoo
Secondary Topic Mapping			
1	Autumn	Music & Theatre	
	Spring	Victorious Victorians	
	Summer	Can't Cook, Won't Cook	
2	Autumn	Amazing Asia	
	Spring	Extreme Environments	
	Summer	Carnival Times	
3	Autumn	Across the Oceans to India	
	Spring	The Swinging Sixties	
	Summer	Water, Water Everywhere	
4	Autumn	Earth & Space	
	Spring	Keeping Clean and Living Green	
	Summer	Learning from Local History	
5	Autumn	We'll meet again (World War 2)	
	Spring	The Real Amazon	
	Summer	A Sporting Chance	

Pupils will experience a rich variety of opportunities to encounter language, rhyme, shape, pattern and quantity. It is expected that pupils would cover at least a minimum of 2 texts each term.

**Intent**

Supporting learners to develop independence and communication strategies so they understand and are understood by:

- Enhancing pupils' awareness of events and actions.
- Recognise and respond to changes in pattern, quantity and space in their immediate environment and in the wider world

**Develop skills in auditory awareness and attention by:**

- developing an awareness of other people, self and objects
- turn taking
- pre-intentional communication – imitation
- developing an awareness of sounds
- discriminating sounds/matching sounds/responding to sounds (environmental, instrumental, body, rhythm and rhyme, alliteration, voice)
- listening to others speaking and responding appropriately i.e. turn taking, looking
- listening to stories and rhymes and joining in with repetitive aspects
- joining in with familiar action songs and rhymes
- responding to gesture
- responding to voice and name
- anticipation
- associating sound to patterns
- understanding some social words
- imitating gesture, sounds, signing words
- listening to and discriminating between sounds participation in role-play and drama activities
- responding to simple words, phrases and gestures
- responding appropriately to simple instructions related to immediate events

**Develop skills in visual awareness and attention by:**

- developing eye contact and attention
- developing visual tracking skills (left to right/top to bottom orientation)
- Interacting with photographs/pictures. Noticing differences in positioning of objects – concrete and pictorial
- looking and tracking people, objects and patterns
- selecting and discrimination between objects
- some symbolic representation of meaning and words
- responding to print in the community
- Giving brief attention to events / speech. Developing object permanence
- Developing extended field of vision.

**Developing skills in tactile awareness and attention by:**

- responding to sensory stimuli
- holding objects for sustained periods
- reaching and grasping – palmer and pincer grasp
- passing objects / toys hand to hand
- building, posting and threading activities

## English

River and Ocean pupils will access subject specific teaching in English. As a tool for everyday life pupils learn to share their ideas and emotions to others through intentional communication in language and in writing and experiencing others communicating with them through reading and listening.

It is our aim:

- To enhance pupils understanding in both spoken and written forms.
- To develop pupil's language as a means of communication, (including speaking and listening), reading and writing.
- To develop pupils' powers of imagination, inventiveness and critical awareness, through reading, writing and drama.
- For pupils to experience a rich and varied literary heritage

### Curriculum Coverage

Pupils access a broad and balanced English curriculum that is mapped through a rolling programme of topics. From the mapping below teachers select the most appropriate text types to enable pupils to develop literacy skills through the most meaningful medium. It is expected that pupils would cover at least a minimum of 2 texts each term

Primary Topic Mapping					
Year	Term	Lower Primary Topics	English Mapping	Upper Primary Topics	English Mapping
1	Autumn	Where I live	<ul style="list-style-type: none"> <li>• Stories with familiar settings (e.g. The Dark by Lemony Snickett, A Bear Called Paddington, Jill Murphy stories, The Tiger Who Came To Tea by Judith Kerr , Bed Red Bath by Julia Jarman</li> </ul>	Who lives in a Castle?	<ul style="list-style-type: none"> <li>• Non Fiction</li> <li>• Fairy Tales</li> <li>• Stories by familiar author- Julia Donaldson and Helen Nicoll, Meg and Mog by Helen Nichol, What's in the Witch's Kitchen by Nick Sharratt</li> <li>• Poetry- onomatopoeia</li> </ul>
	Spring	How we play!	<ul style="list-style-type: none"> <li>• Instructions &amp; Recount</li> <li>• Nursery Rhymes e.g. (I'm a Little Tea Pot, London Bridge is Falling Down, Humpty Dumpty, Hey, Grand old Duke of York)</li> <li>• Fiction e.g. Shark in the Park by Nick Sharratt</li> </ul>	How does my Garden Grow?	<ul style="list-style-type: none"> <li>• Stories by familiar author – Beatrix Potter</li> <li>• Fairy Tales – Jack and the Beanstalk</li> <li>• The enormous turnip</li> <li>• Instructions</li> <li>• Writing labels</li> </ul>
	Summer	Going to the shops!	<ul style="list-style-type: none"> <li>• Non-fiction texts</li> <li>• Recount</li> <li>• Instructions</li> <li>• Creating lists</li> <li>• Fiction e.g. The Perfect Sofa by Fifi Kuo</li> </ul>	Beside the Seaside	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Writing labels</li> <li>• Making a list</li> <li>• Writing Captions</li> <li>• Writing a letter</li> <li>• Narrative e.g. Ten Friendly Fish by Debbie Tarbett</li> <li>• Sharing a Shell by Julia Donaldson</li> <li>• Shark in the Park by Nick Sharratt</li> </ul>

2	Autumn	Ways I can travel	<ul style="list-style-type: none"> <li>• Recounts of familiar events / real events</li> <li>• Stories with familiar settings e.g. The Train Ride – June Crebbin, Maisy's Bus – Lucy Cousins, Who sank the boat by Pamela Allen, I Wish I Were a Pilot by Stella Blackstone</li> <li>• Non-fiction</li> </ul>	The Way I Grow	<ul style="list-style-type: none"> <li>• Non- fiction - Information texts</li> <li>• Instructions</li> <li>• Writing labels</li> <li>• Narrative e.g. Owl babies, My body, Your body</li> <li>• Because I love you by Julia Hubery , From Head to Toe by Eric Carle, My Mum and Dad Make Me Laugh by Nick Sharratt , The Growing Story by Ruth Kruss</li> </ul>
	Spring	Dinosaur Roar	<ul style="list-style-type: none"> <li>• Fiction &amp; Rhymes with predictable and patterned language e.g. Dinosaurs in the Supermarket by Timothy Knapman, Dinosaur Roar Books</li> <li>• Harry &amp; the Dinosaur books</li> <li>• Non fiction texts</li> <li>• Write labels and captions</li> </ul>	Earth, Space, Wind & Fire	<ul style="list-style-type: none"> <li>• Rhyme/ Poetry</li> <li>• Fiction</li> <li>• Adventure Stories e.g. Bob the man on the moon</li> <li>• The Skies above my Eye's by Charlotte Gullian.</li> </ul>
	Summer	Going to the farm	<ul style="list-style-type: none"> <li>• Recounts of familiar events / real events</li> <li>• Traditional tales and other fiction e.g. Farmer Duck</li> <li>• Little Red Hen</li> <li>• Brown Bear Brown Bear</li> <li>• Writing Labels</li> </ul>	Nature Detectives	<ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Dictionaries</li> <li>• Stories with a familiar setting e.g The Very Hungry Caterpillar by Eric Carle, The Bad-tempered Ladybird by Eric Carle, Hairy Scary Spider by Paula McBride, What the ladybird heard by Julia Donaldson</li> </ul>
3	Autumn	Superhero's	<ul style="list-style-type: none"> <li>• Narrative e.g. Supertato by Sue Hedra Instructions</li> <li>• Poetry</li> <li>• Descriptive Language (including Verbs)</li> </ul>	Woodland World	<ul style="list-style-type: none"> <li>• Stories with a familiar setting</li> <li>• Instructions e.g. We're Going on a Bear Hunt by Michael Rosen</li> <li>• Stanley's Stick by Neale Layton &amp; John Hegley</li> </ul>
	Spring	All kinds of weather	<ul style="list-style-type: none"> <li>• Non-fiction texts &amp; Poetry</li> <li>• Narrative e.g. Percy the Park Keeper, One Winter's Night by Claire Freedman, Stories from other cultures , Big Rain Coming by Katrina Germein, The Snow Man by Raymond Briggs, Elmer in the Snow by David McKee, Leaf Man by Lois Ehlert</li> </ul>	What can I build?	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Instructions</li> <li>• Traditional stories e.g. Goldilocks and the 3 bears, the 3 little pigs</li> </ul>
	Summer	Looking After Me	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Non-fiction texts</li> </ul>	Where the wild things are?	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Stories with familiar setting</li> <li>• Adventure Stories</li> </ul>

Secondary Topic Mapping			
Year	Term	Topics	English Mapping
1	Autumn	Music & Theatre	<ul style="list-style-type: none"> <li>• Film &amp; Play script</li> <li>• Performance Poetry</li> <li>• Stories about Mystery/Suspense</li> </ul>
	Spring	Victorious Victorians	<ul style="list-style-type: none"> <li>• Older Literature – Charles Dickens e.g. Oliver</li> <li>• Non-fiction texts</li> <li>• Instructions</li> </ul>
	Summer	Can't Cook, Won't Cook	<ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recount</li> <li>• Writing labels</li> </ul>
2	Autumn	Amazing Asia	<ul style="list-style-type: none"> <li>• Non-fiction – Journalism and Media</li> <li>• Adventure stories</li> <li>• Stories from different cultures</li> </ul>
	Spring	Extreme Environments	<ul style="list-style-type: none"> <li>• Reports</li> <li>• A journey to the arctic – diary entries</li> <li>• Explanations</li> <li>• Poetry</li> </ul>
	Summer	Carnival Times	<ul style="list-style-type: none"> <li>• Stories from other cultures</li> <li>• Instructions</li> <li>• Play script</li> </ul>
3	Autumn	Across the Oceans to India	<ul style="list-style-type: none"> <li>• Stories from different cultures e.g. The Tiger Child by Joanna Troughton</li> <li>• Persuasive writing</li> </ul>
	Spring	The Swinging Sixties	<ul style="list-style-type: none"> <li>• Recounts of familiar events / real events / letters</li> <li>• Journalism</li> </ul>
	Summer	Water, Water Everywhere	<ul style="list-style-type: none"> <li>• Stories from different cultures e.g. Anansi and the Tug of War, Floodland by Marcus Sedgwick, What a Waste – Rubbish, Recycling and Protecting our Planet by Jess French</li> <li>• Poems on a theme</li> <li>• Persuasive writing</li> </ul>
4	Autumn	Earth & Space	<ul style="list-style-type: none"> <li>• Stories told through animation – Wallace &amp; Gromit</li> <li>• Recount</li> <li>• Diaries</li> </ul>
	Spring	Keeping Clean and Living Green	<ul style="list-style-type: none"> <li>• Non-fiction</li> <li>• Instructions</li> <li>• Persuasive writing e.g. What a waste – Rubbish, Recycling and Protecting our Planet by Jess French, Window by Jeannie Baker</li> </ul>
	Summer	Learning from Local History	<ul style="list-style-type: none"> <li>• Recounts of familiar events / real events / letters</li> <li>• Stories about Historical characters</li> </ul>
5	Autumn	We'll meet again (World War 2)	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Newspapers</li> <li>• Diary Entries</li> <li>• Narrative e.g., Goodnight Mr Tom</li> </ul>
	Spring	The Real Amazon	<ul style="list-style-type: none"> <li>• Non Fiction e.g. <a href="https://schools.fairtrade.org.uk/resource/a-fair-story/">https://schools.fairtrade.org.uk/resource/a-fair-story/</a></li> <li>• Persuasive Writing</li> <li>• Poetry</li> <li>• The Shaman's Apprentice – A tale of the Amazon Rain Forest by Lynne Cherry</li> <li>• Fiction e.g. The Jungle Book, The Vanishing Rainforest by Richard Platt, Running Wild by Michael Morpurgo</li> </ul>
	Summer	A Sporting Chance	<ul style="list-style-type: none"> <li>• Journalism/Media</li> <li>• Diaries</li> </ul>

# River

## Intent

To become able communicators and early readers (\* pupils access the phonics scheme Letters & Sounds and when working above Progression Step 2 are introduced to reading scheme books )

Pupils will access 3 areas of study which should be taught as an integrated programme:

- Language & Communication
- Reading (word reading and comprehension)
- Writing (transcription and composition)

## Language & Communication

Develop comprehension by

- following more complex instructions (DLS 2-3+ word level)
- answering more complex questions (who, what, where?)
- sequencing using pictures
- sustaining concentration and taking turns in speaking
- remembering points of interest
- listening to others
- identifying and responding to sound patterns in language
- responding appropriately to simple instructions related to immediate events

Develop expressive language & communication (including group discussion and interaction) by:

- participating in telling or re-telling stories
- sing songs, which have been learnt by rote
- making simple predictions about the outcome of a story
- sequencing
- use describing words
- asking relevant questions
- participating in discussions, presentations, performances, role play

## Reading

Develop skills in word reading by:

- matching objects
- matching pictures/photographs
- matching pictures/objects
- matching symbols/objects
- matching symbols/pictures
- recognising own name in print
- applying phonic knowledge and skills as the route to decode words
- reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- reading common exception words,
- reading words containing taught GPCs
- reading aloud accurately books that are consistent with their developing phonic knowledge
- re-reading books to build up their fluency and confidence in word reading.

Develop skills in comprehension by:

- listening to and discussing a wide range of poems, stories and non-fiction
- discussing the sequence of events in books
- linking what they listened to or read to their own experiences
- becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- being introduced to non-fiction books that are structured in different ways
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

- identifying and discussing the significance of the title and events
- making inferences on the basis
- predicting what might happen on the basis of what has been read so far
- discussing word meanings, linking new meanings to those already known
- drawing on what they already know (e.g. background information and vocabulary)
- checking that the text makes sense to them as they read
- participating in discussion about what is read to them, taking turns and listening to what others say
- understanding what is read to them
- answering/asking simple questions participating in simple discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

### Writing

#### Develop skills for transcription (spelling) by:

- knowing phoneme/grapheme correspondences
- word to word matching
- segmenting words into its constituent parts
- attempting to write phonetically simple 2/3 vc & cvc words (in, up, at, is)
- 'write' from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- writing familiar words (mum, dad, names of friends)
- writing using simplified oral language structures
- producing recognisable spellings of a range of high frequency words
- recognising simple spelling patterns
- spelling the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order

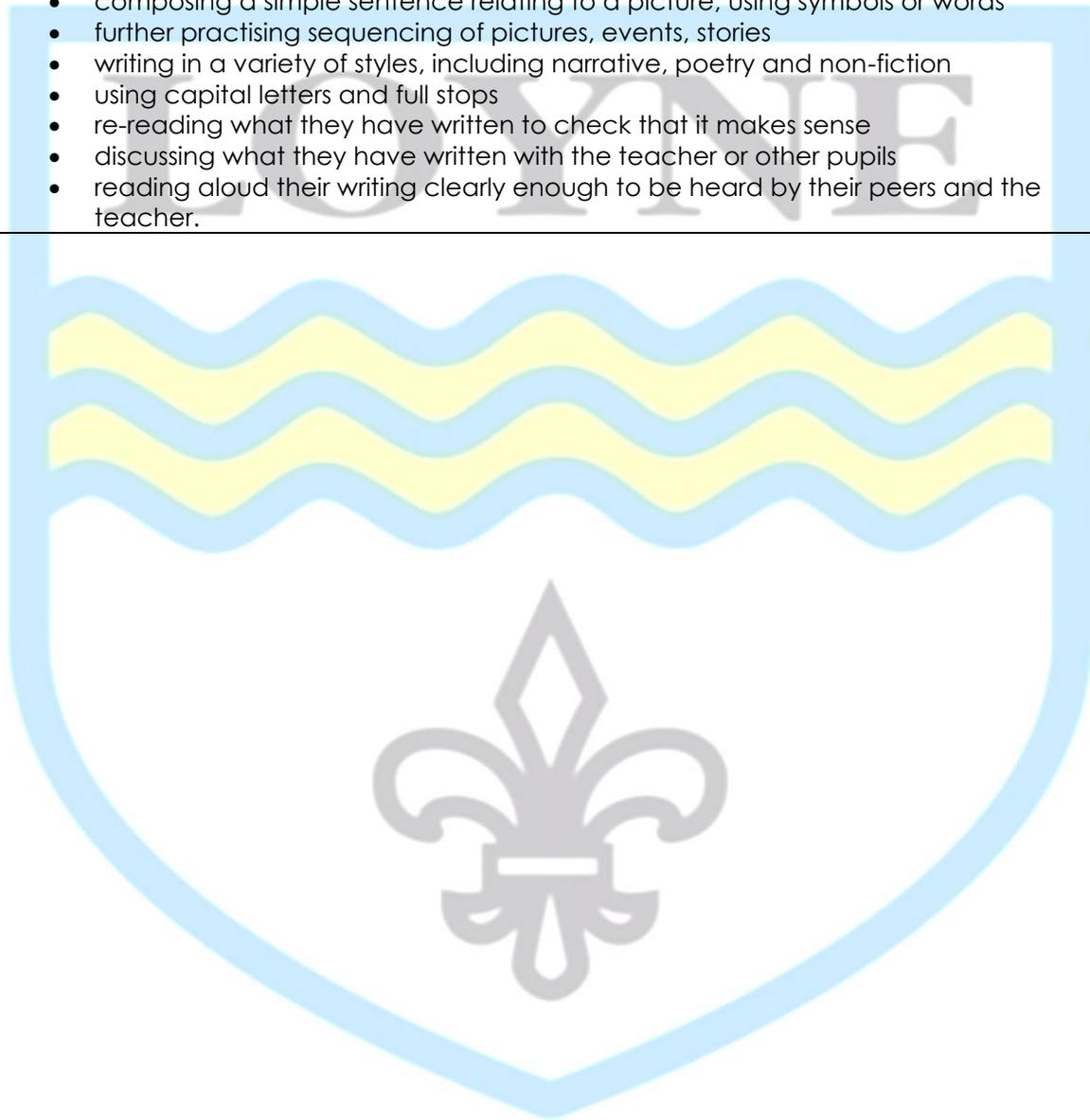
#### Develop skills for handwriting by:

- sitting correctly at a table, holding a pencil comfortably and correctly
- showing a beginning awareness of directionality e.g. left to right, top to bottom
- making marks on paper
- scribbling
- circular scribbling
- drawing strokes in imitation
- copying simple shapes
- colouring within a broad outline attempting to write their own name
- tracing over letters of the alphabet
- copying letters of the alphabet
- beginning to form lower-case letters in the correct direction, starting and finishing in the right place
- forming capital letters
- forming digits 0-9
- copy writing short sentences underneath a model
- copy writing longer sentences underneath a model
- copy write from a separate model
- forming letters and familiar words correctly from memory
- forming letters of regular size and shape
- putting regular spaces between letters and words
- joining upper and lower case letters
- understanding which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

#### Develop skills for composition by:

- using objects, photographs, picture, symbols or isolated letters to communicate meaning
- assembling ideas on paper or screen

- involving adult in drawing & writing composition
- producing own form of writing from scaffolds provided by adults
- sequencing pictures of events/familiar short story
- composing a written sentence
- re-telling own written story
- composing a spoken sentence
- recognising that print convey a constant message
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- composing a simple sentence relating to a picture, using symbols or words
- further practising sequencing of pictures, events, stories
- writing in a variety of styles, including narrative, poetry and non-fiction
- using capital letters and full stops
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.



# Ocean

## Intent

To become confident communicators, independent readers and writers.

- Pupils should have opportunities to enhance their vocabulary naturally from their reading and writing. Pupils should be taught the vocabulary that they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these are integrated within teaching. Key vocabulary, therefore, is identified on each class's curriculum guide.

## Language & Communication

Develop comprehension by:

- understanding the main points of a discussion
- following more complex instructions (DLS 4+ word level)
- listening and responding to a range of literature
- maintaining attention and participate actively in collaborative conversations, staying on topic, and initiating and responding to comments

Develop expressive language & communication (including group discussion and interaction) by:

- using more complex language to comment on events i.e. plurals, tense, adjectives and pronouns
- making up and conveying a simple story to others
- using questions to receive information
- using language to compare and discuss activities and outcomes, similarities, differences and alternatives
- using spoken language to develop understanding
- articulating and justifying answers, arguments and opinions
- giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- gaining & maintaining the interest of the listener
- considering and evaluating different view- points, attending to and building on the contribution of others.
- participating in discussions, presentations, performances, role play, improvisations and debates

## Reading

Develop skills in word reading by:

- reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- continuing to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- reading accurately words of two or more syllables that contain the same graphemes as above
- reading words containing common suffixes
- reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- reading some words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-reading these books to build up their fluency and confidence in word reading.

Develop skills in comprehension by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, myths and legends, and retelling some of these orally
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- appreciating poetry and reciting some, with appropriate intonation to make the meaning clear
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- reading books that are structured in different ways and reading for a range of purposes
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and record information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Writing

#### Develop skills for transcription (spelling) by :

- spelling a range of high frequency words correctly
- recognising mis-spellings and spell words that are often misspelt
- using analogy
- identifying words within words
- learning how to check spelling – matching words, word banks, spell checkers, dictionaries
- recognising and using simple spelling patterns e.g. ed and ing
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

- adding prefixes and suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- using letter names to distinguish between alternative spellings of the same sound
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- applying simple spelling rules and guidance, as listed in English Appendix 1
- writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Develop skills for handwriting by:

- continuing to join letters in a more developed cursive style
- forming lower-case letters of the correct size relative to one another
- starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.
- using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increasing the legibility, consistency and quality of their handwriting

Develop skills for composition by:

- writing expanded noun phrases to describe and specify
- using the present and past tenses correctly and consistently including the progressive form using subordination (when, if, that, or because) and co-ordination (using or, and, or but)
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Develop skills in vocabulary grammar and punctuation by:

- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using capital letters for names of people, places, the days of the week and the personal pronoun 'I'
- writing sentences with different forms: statement, question, exclamation, command learning the grammar for years 1, 2, 3 and 4 in National Curriculum English Appendix 1 & 2
- learning how to use both familiar and new punctuation correctly (see NC English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- writing sentences with different forms: statement, question, exclamation, command
- writing expanded noun phrases to describe and specify
- using the present and past tenses correctly and consistently including the progressive form

- using subordination ( when, if, that, or because) and co-ordination (using or, and, or but)
- using some features of written Standard English
- using and understanding the grammatical terminology in English Appendix 2 in discussing their writing.
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 1, 2, 3 and 4 in National Curriculum English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

### Additional Information regarding the teaching of Reading

#### Reading Records & Packs

All pupils must have a Reading Record at least up to end of KS4.

Name to be neatly presented on the front cover

Reading Records to be completed at least twice a week.

Annotations MUST refer to reading behaviour and either errors to be targeted or skills to be honed.

Early reading skills- includes sharing, attending, joint focus of attention and willingness to share personal space in an appropriate manner. Pupils working within engagement steps should have a Reading Record of their sensory story behaviours and other reading experiences as appropriate.

For pupils who access the reading schemes the book band level that they are on must be documented in the record book and an entry is made when this changes. The breadth and depth of learning is more important when learning to read than speed of progress through the book bands.

Reading packs should go home every night and should include

- Reading book from the scheme
- Reading Record
- Three small labelled A5 wallets
  - 1 for flashcards for words they can read
  - 1 for flashcards of word they are learning
  - 1 for a list of activities and games that can be played

For pupils not accessing the reading scheme a reading record, reading book alongside a selection of items that are personalised to the pupil should be sent home

#### Bands and Reading Schemes

The school accesses books from a variety of sources and includes many recognised reading schemes at a variety of reading levels. The books are banded in levels according to 'Book Bands for Guided Reading' and pupils should progress through the different identified colours to supplement the school reading schemes. The main reading schemes used in school are Oxford Reading Tree, Cambridge Reading, Dandelion Readers, First Links, Folens Foundations, Heinemann Sunshine Books, Literacy Plus, Neslon Get Ready, PM Starters, Red Rockets, Story Teller and Words First. A wide range of ability related texts are available and fluent readers are encouraged to choose books from the library to read for pleasure and information.

## Reading skills and strategies

The following briefly outlines the process of reading development and the skills and strategies, which enable the process to happen.

The skill areas to be developed are:

- auditory / visual memory
- phonological awareness and phonic knowledge
- word recognition
- context cues
- grammatical knowledge

These skills are used in order to comprehend the text and find information

Auditory memory:

- include lots of interactive work for short, five or ten minute sessions;
- have children clap the syllables in longer words
- identify the odd one out from their sounds – mat, hat, pin
- play games which depend on hearing sounds in words – I spy ' start with s, ends with t, has three parts (syllables) - give object/picture cues as necessary
- draw attention to rhyme and rhythm at every opportunity
- relate the natural rhythm of words to music and dance
- play games which use memory and sequence – remember telephone number – I went to the shop and bought ... milk, an orange, chocolate and .. each child repeats the sequence and adds a word

Visual memory:

- match identical shapes before moving on to shapes with similar attributes e.g. curved & straight, short & long as preparation for perceiving letter variations
- match identical words
- match identical letters
- find odd one out from sets of words and letters
- matching activities – word or letter dominoes
- games which focus on visual memory – pairs, snap
- focus on visual sequencing and memory such as objects in a group – take one away – what is missing? Or children in a line – change the order – who was at the front?

Pupils with learning difficulties and/or disabilities related to reading often have a poor visual and/or auditory memory and require structured teaching programmes to develop skills. Pupils need to be taught skills and need instruction to help them remember letters and sounds they make. The above activities work best when presented in a fun-orientated way, using multi-sensory resources e.g. matching letters is more fun using coloured plastic letters than worksheets. School has a vast range of games which is continually added to; staff are encouraged to make and use games where appropriate e.g. who can be first to match the pairs?

Not all of our pupils will be readers in the conventional sense. We must be sensitive to each pupils' needs and priority areas of development. However, early reading skills such as scanning, visual discrimination, auditory and visual memory should be targeted to support lifelong learning.

There is guidance available for supporting parents in developing very early reading skills.

### Phonological awareness, phonic knowledge & high frequency words

In the early years of learning to read, teachers need to focus on helping children develop their word recognition skills. Initially the focus is on helping children to master the alphabetic code, apply their phonic knowledge and skills as they decode words and

develop a store of familiar words – developing fluency in their word reading. This work is set alongside work on developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.

Children should be taught:

- grapheme–phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in order, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell them
- that blending and segmenting are reversible processes

The document 'Letters and Sounds' outlines the teaching sequence and suggested activities for the teaching of phonics through 6 progressive phases.

Phase 1

Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their ability to distinguish between sounds, and will become familiar with rhyme, rhythm and alliteration.

Phase 2

To introduce grapheme-phoneme (letter-sound) correspondences.

Phase 3

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

Phase 4

To teach children to read and spell words containing adjacent consonants.

Phase 5

To teach children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

Phase 6

To teach children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.

The teaching of grapheme-phoneme correspondences should be taught in PLOT or literacy and recorded in the pupil's phonics tracking document.

If the pupil is blending words as part of their reading you would record this in their Reading Record – this is the application of their phonological learning.

Word Recognition

Include:

Words of personal importance

Child's own name, school words, home words, pets and toys etc.

High frequency words

All pupils should have at the front of their Reading Record the most relevant checklist

It's expected that all pupils learning sight words have a bank of flash cards relevant to their needs and that these are used to play sight word games and for teaching. These should also be used for homework on a regular basis.

Words from the list of high frequency words (found in Letters and Sounds) are regarded as key words because they account for a large proportion of print.

#### Main scheme words

Content words from the reading scheme plus high frequency words contained in the scheme enable pupils to make a promising start towards reading.

#### Social/environmental vocabulary

Show words in context – instructions / safety / signposts. Link word recognition with vocabulary from the environment.

#### Cross-curricular words

Access to age appropriate, subject specific vocabulary enables greater access to reading across the curriculum.

#### Activities for word recognition

- Teach children to recognise words by their shape

book bed dog school elephant

- Highlight high frequency words from a page of print
- Play whole word games
- Make word jigsaws
- Give children plastic letters or letter cubes to make given words
- Track identical words along a line:  
for to is can frog jump is mum you is play  
swim
- Practise alphabet skills – use of a word book as a game who can find ...?
- Games to sort word cards to different categories – length, shape, cvc words with same vowel
- Build word walls
- Highlight short words inside longer words to prepare them for using known words to read others e.g. handle twenty baggage
- Use word search and crosswords

#### Context cue skills

- Readers need to use context effectively to comprehend.
- Develop context cues by:
- Oral work on prediction: make up class or group sentences by adding one word at a time
- Say a silly sentence & change one word to make it sensible eg. I put the cake in the fridge to cook
- Draw attention to pictures in books
- What do you think will happen next?
- Use cloze work – at sentence level 'Mum went to the ....., Mum ..... to the shop' (gaps at the end are easier than gaps in the middle)
- Cloze work to give practice from different perspectives nouns – 'Hens lay ....., verbs – 'They all ..... up', adjectives – 'It was a ..... dress', prepositions – 'The rubbish was ... the bin'.
- Cloze work to insert initial letter 'We go to ..chool every day', final letter, or parts of words
- Ask a range of different questions about the text

## Additional Information regarding the Teaching of Writing

### Emergent writing

Children should be encouraged to play at writing and 'have a go' – their attempts are praised and the child is asked to read their writing to the teacher. This is helpful in developing pencil control and handwriting skills. Pupils should be given the opportunity to use representational emergent writing skills as a means of writing. Value should be given to such writing, which may not in fact be legible and therefore staff may wish to underwrite examples of emergent writing to clarify its context. For some pupils with physical difficulties, emergent writing may be strings of computer-generated symbols, or symbols/pictures selected to form a sentence; thus the handwriting element is bypassed.

### Developmental levels of handwriting

#### Role play Handwriter

Experiments with handwriting and pencil grip. Enjoys tracing, copying and writing for fun.

#### Experimental Handwriter

Attempts to formulate letters accurately. May reverse letters and may use upper and lowercase letters indiscriminately. Is confident that text and drawing are complimentary and are mutually supportive.

#### Early Handwriter

Begins to develop an individual style of handwriting. Quality of handwriting may deteriorate when focusing on new demands of writing.

#### Transitional Handwriter

Is aware of the importance and quality of handwriting. Controls basic formations and joins. Is aware of quality of handwriting is not maintained when focus is on other factors.

#### Conventional Handwriter

Has individual and fluent handwriting. Is aware of the need to adapt handwriting according to the audience and purpose. Experiments with artistic or unusual scripts and computer generated graphics.

### Getting ready for handwriting

Skill 1 - Can open and close hands one at a time.

Suggested Activities:

- Puppet play
- Finger rhymes
- Sorting activities
- Bean bags in boxes

Skill 2 - Can touch each finger with the thumb of the same hand.

Suggested Activities:

- Tearing tissue paper and newspaper
- Using finger rhymes, finger play and puppets
- Printing using blocks
- Threading large and small beads
- Fastening buttons, zips, press studs, Velcro, laces and belt.
- Using typing and switch skills
- Peg boards

Skill 3 - Can roll each wrist in turn.

Suggested Activities:

- Rolling out clay, dough or plasticine
- Stirring with a large spoon
- Turning a skipping rope

- Brushing a dolls hair
- Whisking soap suds
- Twirling a hoop
- Shaking a dice or tambourine
- Undoing a screw top jar, using threading toys or screwdriver
- Playing with construction toys
- Tracing inside of circle shape with finger

Skill 4 - Can thread large beads

Suggested Activities:

- Threading cardboard tubes onto a stick or rope
- Putting rings or quoits of various sizes onto a peg
- Using large lacing cards
- Winding thread around hooks
- Hanging clothes on pegs

Skill 5 - Can pick up small square bricks and make a tower.

Suggested Activities:

- Using construction bricks, e.g. Duplo
- Posting boxes and shape sorters
- Simple jigsaw puzzles
- Balancing big bricks
- Inset boards
- Stacking beakers and barrels

Skill 6 - Can hold a pencil correctly.

Suggested Activities:

- Using finger puppets e.g. snapping crocodile
- Playing finger cymbals
- Practise correct procedure previous guidance
- Drawing skills – copying shapes & representational drawings
- Copying shapes in sequence 0 / \ - | +

### Teaching letter formation

Pupils should be taught to form letters correctly on a consistent basis to avoid children internalising incorrect formational habits. Formation of letters - See Nelson handwriting materials for guidance on formation of letters and the teacher's book. Information should be shared with parents to ensure consistent practice and homework opportunities – see attached 'Guidance for Parents'

Pupils should ideally learn to write letters alongside the teaching of grapheme-phoneme correspondences but where this is not appropriate, the order for presenting and teaching groups of letters (following practice 'patterns' to achieve fluency) is as follows:

Group 1  
c a d g o q

Group 2  
l h b k t f

Group 3  
i r n m p

Group 4  
e j s u w v y z x

### Seating and Positions for Writing

It is important that pupils are correctly seated when writing. Staff should consult occupational therapists, wherever possible and ensure that the following is taken care of:

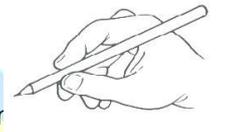
- a well balanced position for both left and right-handers
- head upright not tilted
- back upright and slightly forward
- body square with the writing surface
- forearms away from body and relaxed
- both feet firmly on the floor
- forearms supported
- table should be at elbow height when seated.



### Pencil Grip

The pencil should be held lightly between finger and thumb; the second finger is used as a cushion underneath the pencil. The shaft of the pencil should rest between the base of the thumb and the first finger. All the fingers should lie underneath the pencil. The hand and arm should rest on the table. The freehand should hold the paper steady.

1. Place pencil on the surface in front of pupil.
2. Ensure pencil is to left or right according to handedness
3. Ensure pencil point is facing the pupil.
4. Pick up the pencil with thumb and first finger just above the sharp point.
5. Keep practising picking up the pencil this way until it is vertical.
6. Allow the pencil to fall back naturally into the writing position.



An effective pencil grip should not be corrected if it is functional and effective – unless it is harming to the pupil.

### Establishing hand-dominance

It is important to give children the opportunity to explore and use both hands as part of a developmental stage, which for pupils with learning difficulties will often last longer than it would for other children. Staff should observe and note information to ascertain hand dominance during play and creative activities and when using writing tools. If staff are confident that hand dominance is established then they should offer consistency in guidance to encourage the use of the dominant hand. If hand dominance is not evident then children should be encouraged to use their right hand for pencil skill work. Close consultation with occupational therapists is important to consider pupils needs on an individual basis.

### Pupils who are left handed writers

Left-handed pupils will often need a softer pencil than a right-hander. Many problems left-handed children encounter can be solved by:

- Child holding pencil at least 2cm away from tip so not to obscure writing
- Choosing a writing tool that will not stick or tear the paper
- Checking for awkward posture when writing. Place paper to left of body midline and tilt the top clockwise up to 30 degrees. This should bring the hand into the correct writing position (underneath the writing line)
- Recognising that early left hand writers may have tendency to write from right to left - mark the starting point for them
- Left-handed pupils should be seated on the left hand side of a double desk or next to another left-handed pupil to avoid elbows clashing

## Maths & Finance

It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

It is our aim to

- enhance pupils' awareness of events and actions.
- recognise changes in pattern, quantity and space in their immediate environment and in the wider world.
- develop an understanding of mathematics through a process of enquiry and experiment.
- develop competence and confidence in mathematical knowledge, concepts and skills.
- enable pupils to use their awareness and developing understanding of pattern, space, shape and number.
- develop pupils' ability to use and apply mathematics across the curriculum and in real life. Assisting pupils to contribute to making choices, taking decisions and gaining control over their immediate environment.
- extend pupils' mathematical skills, experiences and understanding to allow them to visualise, compare and estimate. For some pupils this will be achieved in abstract as well as concrete contexts.
- aid pupils to think about the strategies they use and explain them to others.
- develop initiative and an ability to work independently and in cooperation with others.
- enable pupils to solve problems by applying their mathematics

### Curriculum Coverage

Pupils access a broad and balanced Maths curriculum that is mapped through a rolling programme of topics.

**Primary**

Year	Term	Lower Primary Topics	Maths Mapping	Upper Primary Topics	Maths Mapping
1	Autumn	Where I live	<ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry - 2D Shape</li> <li>• Measurement - Size, Length, Height, Time, Sequencing Position and Direction (including Anticipation)</li> </ul>	Who lives in a Castle?	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Capacity, Position &amp; Direction, Time, 2D shape</li> </ul>
	Spring	How we play!	<ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry - 3D shape</li> <li>• Measurement- Capacity, Position and Direction</li> </ul>	How does my Garden Grow?	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement -Mass &amp; Length</li> <li>• Capacity, Mass, Height, Time- Sequencing</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
	Summer	Going to the shops!	<ul style="list-style-type: none"> <li>• Number- Fractions</li> <li>• Measurement- Mass, Exchange (Money*) Position and Direction</li> <li>• Statistics – Handling Data, Grouping, Counting, Present, Sorting</li> </ul>	Beside the Seaside	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Capacity &amp; Time</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
2	Autumn	Ways I can travel	<ul style="list-style-type: none"> <li>• Number</li> <li>• Statistics - Handling Data, Grouping, Counting, Sorting</li> <li>• Measurement- Time, Position and Direction, Anticipation</li> </ul>	The Way I Grow!	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Length / Height &amp; Time - Sequencing</li> </ul>
	Spring	Dinosaur Roar	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Length and Height, Size</li> <li>• Geometry- 2D Shape</li> <li>• Colour</li> <li>• Pattern</li> <li>• Statistics- Sorting, Grouping, Handling Data</li> </ul>	Earth, Space, Wind & Fire	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Colour</li> <li>• Pattern</li> </ul>
	Summer	Going to the farm	<ul style="list-style-type: none"> <li>• Number</li> </ul>	Nature Detectives	<ul style="list-style-type: none"> <li>• Number</li> </ul>

			<ul style="list-style-type: none"> <li>• Geometry-Colour, Pattern</li> <li>• Measurement- size, Anticipation</li> <li>• Statistics- Sorting, Grouping, Handling Data</li> </ul>		<ul style="list-style-type: none"> <li>• Statistics Handling Data, Grouping, Counting, Present</li> <li>• Measurement - Position and Direction, Length &amp; Time- Night and Day</li> </ul>
3	Autumn	Superhero's	<ul style="list-style-type: none"> <li>• Geometry- Shape</li> <li>• Number</li> <li>• Measurement- Position and Direction</li> </ul>	Woodland World	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Capacity, Time, Size</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
	Spring	All kinds of weather	<ul style="list-style-type: none"> <li>• Number</li> <li>• Colour</li> <li>• Measurement – Time; Seasons, Months of the Year</li> <li>• Statistics Handling Data, Grouping, Counting, Present</li> </ul>	What can I build?	<ul style="list-style-type: none"> <li>• Measurement- Position and Direction, Mass, Height, Length, Size</li> <li>• Number</li> <li>• Geometry- 3D shape</li> </ul>
	Summer	Looking After Me	<ul style="list-style-type: none"> <li>• Measurement - Time- Seasons, Months of the Year, Sequencing, Size, Length, Height, Mass</li> <li>• Number- fractions</li> <li>• Statistics Handling Data, Grouping, Counting, Present</li> </ul>	Where the wild things are?	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Mass</li> <li>• Colour</li> <li>• Statistics</li> <li>• Handling Data, Grouping, ,Counting, Present</li> </ul>

**Secondary**

Year	Term	Topics	Maths Mapping
1	Autumn	Music & Theatre	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement -Position &amp; Direction</li> <li>• Money &amp; Finance</li> <li>• Time</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
	Spring	Victorious Victorians	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Length, Money &amp; Finance, Capacity, Fractions</li> </ul>
	Summer	Can't Cook, Won't Cook	<ul style="list-style-type: none"> <li>• Number</li> <li>• Fractions</li> <li>• Measurement-Capacity, Mass</li> <li>• Time</li> <li>• Money &amp; Finance</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
2	Autumn	Amazing Asia	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Time</li> <li>• Colour</li> </ul>
	Spring	Extreme Environments	<ul style="list-style-type: none"> <li>• Number- Quantities</li> <li>• Time – Seasons, Months of the Year</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
	Summer	Carnival Times	<ul style="list-style-type: none"> <li>• Geometry-Colour &amp; Pattern</li> <li>• Number</li> </ul>
3	Autumn	Across the Oceans to India	<ul style="list-style-type: none"> <li>• Number</li> <li>• Statistics - Grouping, Sorting, Handling Data</li> </ul>

	Spring	The Swinging Sixties	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement – Time &amp; Length</li> </ul>
	Summer	Water, Water Everywhere	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Capacity</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
4	Autumn	Earth & Space	<ul style="list-style-type: none"> <li>• Number</li> <li>• Mass, Size</li> </ul>
	Spring	Keeping Clean and Living Green	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement-Weight, Capacity</li> <li>• Statistics – Grouping, Sorting, Handling Data</li> </ul>
	Summer	Learning from Local History	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement - Time</li> <li>• Seasons</li> </ul>
5	Autumn	We'll meet again (World War 2)	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement – Mass, Capacity</li> </ul>
	Spring	The Real Amazon	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Length/Height/Mass</li> <li>• Money &amp; Finance</li> <li>• Statistics –Grouping, Sorting, Handling Data</li> </ul>
	Summer	A Sporting Chance	<ul style="list-style-type: none"> <li>• Number</li> <li>• Measurement- Time, Length/Height, Mass, Position, Speed &amp; Direction,</li> </ul>

# River

## Intent

To enable pupils to use their awareness and developing understanding of measurement, space, shape and number through four areas of study:

### Number

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions

### Measurement

- Length/ Height
- Mass/weight
- Capacity, Volume
- Time
- Money

### Geometry

- Properties of Shapes
- Position and Direction

### Statistics

- Grouping
- Sorting
- Data Handling

## Number - number and place value

- Say and use number names, in order, in familiar contexts (first to 5, then 10, extending to 20 as appropriate) – join in with and/or show anticipation during number rhymes, songs, stories, games.
- Recite number names backwards or forwards in order continuing from a given number.
- Begin to recognise 'none' and 'zero' in songs, rhymes etc.
- Count reliably up to 3, 5, 10, then 20, everyday objects, giving one number name as you point to/or move each object.
- Indicate "one" or "two" (using words / symbols / signs.)
- Identify and represent numbers using objects.
- Recognise small numbers of objects (up to 3) without counting.
- To play games with dice spots to 6.
- Introduce more and less of quantities where there is a marked difference (e.g. 2 sweets and 10 sweets).
- Indicate "one" and "lots" (using words / symbols / signs)
- Introduce ordinal numbers, first, who is first in the dinner queue, who is having the first turn, (e.g. first Matthew, then Lucy), etc.
- To pair sets of items (e.g. gloves, socks, etc.).
- Introduce counting on in twos, fives and tens from 0.
- Recognise, copy and recreate simple repeating patterns.
- Use objects to demonstrate these concepts, e.g. groups of two – count feet, tens - count fingers, etc.
- Provide every day opportunities for one to one correspondence e.g. give one drink to each child; put one straw in each milk carton.
- Develop an understanding of one-to-one correspondence in a range of contexts.
- Recognise numerals, first up to 5, then 0, then up to 10, extending to 20 as appropriate.
- Extend work on recording, using marks or tallying, and writing numerals.

<ul style="list-style-type: none"> <li>Order numerals and count along a number line.</li> </ul>
<b>Number – addition and subtraction</b>
<ul style="list-style-type: none"> <li>Through practical activity and discussion, use the vocabulary involved in addition and subtraction.</li> <li>Find one more and one less than numbers from 1 to 10 using practical activities, e.g. give one more object on request and follow the direction one less.</li> <li>To say the next number in a familiar sequence (e.g. 1, 2....)</li> <li>Relate addition to combining 2 groups of objects and subtraction to taking away objects.</li> <li>Make and identify doubles, e.g. through making dominos, 2 on one side, 2 on the other side; and begin to relate them to addition.</li> <li>Solve simple problems that involve addition and subtraction, using object and pictures.</li> </ul>
<b>Number – multiplication and division</b>
<ul style="list-style-type: none"> <li>Practical activities involving pictorial representations and arrays, e.g. filling bun cases, egg cartons, ice cube trays and chocolate bars.</li> <li>Grouping or sharing small quantities.</li> <li>Solve one-step problems involving multiplication and division using objects or pictures with support as needed.</li> </ul>
<b>Number – fractions</b>
<ul style="list-style-type: none"> <li>Recognise and name half of an object as one of two equal parts of an object (e.g. an apple).</li> <li>Recognise whole and halves of shapes/objects/pictures, matching two halves and bringing together to make a whole.</li> <li>Introduce half of a small number of objects through sharing, (e.g. bricks shared into two groups, 4 sweets shared between 2 children.)</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<b>Measurement</b>
The range of activities for each of these areas will include opportunities for pupils to handle, play with and explore objects of extreme difference in measure including size, e.g. a table tennis ball and a large beach ball; a thimble to make a sand castle and a large bucket; a box of feathers and a box of coins. Introduce vocabulary, large/big and small/little, biggest/smallest.
<b>Length/height</b>
<ul style="list-style-type: none"> <li>Compare items directly and use vocabulary (sign, symbol or word) tall/short, tallest/shortest, long and short, longer/shorter, longest/shortest.</li> <li>Measure and compare using non-standard units.</li> </ul>
<b>Weight/mass</b>
<ul style="list-style-type: none"> <li>Use direct comparison to find out which items are heavy or light.</li> <li>Indicate which object is heavy / light, heaviest/lightest with sign / symbol / word.</li> <li>Use a balance scale to compare items directly and find which object is heavier/lighter.</li> <li>Introduce non-standard units to measure and compare, e.g. How many bricks to balance items?</li> </ul>
<b>Volume/Capacity</b>
<ul style="list-style-type: none"> <li>Fill and empty a variety of containers. Find big/small containers on request.</li> <li>Develop the concept of and use vocabulary full, empty and half full.</li> <li>Compare directly two containers and say which holds more or less.</li> <li>Introduce non-standard units to measure and compare, e.g. How many cups to fill a variety of containers?</li> </ul>
<b>Time</b>

- The range of activities will include opportunities for pupils to develop awareness of sequences of events, linking one event to the next within a familiar sequence, e.g. coats on, then go outside: swimming, then drinks time: etc.
- Sequence of more than two events in the school day. Timetabling, possibly using objects of reference, photographs and/or symbols; registration, activity, break, activity, lunch, etc.
- Understand and use vocabulary related to time: days of the week, day/night, morning/afternoon, today, now, later, after, significant times in the pupil's day, including play, lunch time, home time, bed time.
- Introduce the use of the clock (12 hour analogue), begin to relate O'clock times to familiar events.
- Put numbers around a clock face and know the big hand points to 12 for O'clock times.
- Use the days of the week in order. Associate activities for each day e.g. P.E. on Monday, swimming on Tuesday etc.
- Tell stories and play games related to time

#### Money

- Recognise, match and sort coins 1p, 2p, 5p and 10p.
- Exchange coins in shop play and songs e.g. 'Five currant buns'.
- Count small numbers of pennies to make sets and to exchange in shop play.

#### Geometry – properties of shapes

- Opportunities will be included for pupils to handle, play with and explore objects of different 2-D and 3-D shapes.
- Use everyday language such as 'circle' or 'bigger' to describe the shape and size of 2-D and 3-D shapes.
- Use a variety of 2-D and 3-D shapes to make models and pictures and describe them.
- Match objects, 2-D and 3-D shapes like to like.
- Explore and sort 2-D and 3-D shapes according to their properties, such as shapes that roll and shapes which do not roll; shapes which you can stack, etc.
- Name 2-D shapes such as circle, triangle, square and rectangle.
- Use modelling materials e.g. play dough to copy and make and describe, familiar 3-D and 2-D shapes and models.

#### Geometry – position and direction

- Explore position and the relationship between objects (e.g. stacking or lining up objects).
- Manipulate positions, e.g. in, on, under: putting them into and out of containers.
- Explore different directions by manipulating objects or moving self, e.g. backwards, forwards
- Understand and use everyday language to describe position, direction and movement such as up, down, forwards, backwards, following instructions, for example in P.E. activities.
- Search for objects that have gone out of sight, hearing or touch, demonstrating object permanence
- Search intentionally for objects in their usual place.
- Look at and explore simple patterns in the environment
- Order and arrange mathematical objects/shapes to make or reproduce simple patterns and talk about them, e.g. simple repeating patterns or simple symmetrical patterns.
- Talk about things that turn, investigate turning different shapes. Investigate the appearance of shapes in different orientations.

#### Statistics

- Match pairs of identical object
- Sort and match objects or pictures.

- Continue to sort and match objects and pictures.
- Sort two sets of objects accordingly.
- Sort and classify objects e.g. farm animals/wild animals.
- Sort objects and materials according to a given criteria, e.g. colour.
- Sort and display items accordingly to a given characteristic, e.g. sort objects that are shiny or dull, hard or soft, rough or smooth.
- Sort and count pupils, responding to a single given criterion, e.g. those with brown eyes, those wearing trousers ,etc.
- Organise information into tables and respond to simple questions about them, e.g. how many cubes can you hold in your hand?

• Name	• Cubes
• Amy	• 8
• Sean	• 7
• Arif	• 5
• David	• 6

- Who can hold the most cubes?
- Who can hold one more than David?

- Solve simple problems such as finding out pupils' favourite drinks.
- Collect information practically e.g. by tasting drinks, then represent by tallying against pictorial representations then finding the total.
- Respond to simple questions using the organised data.

# Ocean

## Intent

To use and apply mathematics across the curriculum and in real life

There are four areas of study:

- **Number**

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions

- **Measurement**

- This includes Length, Height, Mass/Weight, Capacity, Volume, Time, Money and Finance,

- **Geometry**

- Properties of Shapes
- Position and Direction

- **Statistics**

- Handling data
- Sorting

## Number- number and place value

- Say and use number names and recite them in order, forward and back from zero to 10, 20 and then at least 100 – joining in with number rhymes, songs, such as 'Ten Green Bottles' etc.
- To follow a rote count by clapping, stamping feet, pointing along a number line or signing.
- Recite numbers forward or back, beginning and ending at given numbers.
- Count on in twos from zero, (then 1). Count in tens, fives and threes from zero.
- Practical applications e.g. counting coins.
- Using and applying strategies e.g. lining up, moving objects across to help with counting them.
- Recognise odd or even numbers as 'every other number'.
- Count reliably numbers of objects to 20.
- Make sets of objects and relate them to the corresponding numerals.
- Encourage pupils to recognise a quantity without the need to count
- Estimate a number of objects that can be counted reliably, then check by counting.
- Make estimates and predictions, e.g. how many marbles in a tin (shaken to make noise, e.g. difference of sound between 1 and 10), guess how many books on a shelf.
- Read and write numbers in numerals and in words to 5, 10, 20 and at least 100.
- Order a set of given numbers, e.g. all numbers between 1-6, or a given set of selected numbers, e.g. 2, 5, 1, 8, 4.
- Order numbers from 0 to 100.
- Use place value and number facts to solve problems.
- Compare two numbers, using language more, less and equal.
- Partition numbers to 20 and then 100 into ten/s and units.
- Understand the value of each digit in two-digit and three-digit numbers.
- Extend use of ordinal numbers, first, second, third and last etc. in different contexts.

### Number – addition and subtraction

- Further develop understanding of one more and one less, more and less.
- Use addition to combine two sets of objects, increasing and decreasing quantities, extending, where appropriate, to 10 more and less.
- Use games and practical activities to continue to develop the operation of addition, identifying which methods the child can use and developing their skills, e.g. move from counting all to counting on. Use number lines and 100 squares.
- Play games using two dice.
- Develop the understanding of number bonds through the exploration of objects, e.g. 5 cars can be 1+4; 2+3.
- Explore the concept that addition can be done in any order, (2 + 3 and 3 + 2)
- Extend the use of doubles, making another set the same, through practical activities and the introduction of numbers.
- Relate halving and doubling through practical activities, e.g. play a game with a halving and doubling dice, children collect items or give them away according to what they throw.
- Recall and use addition and subtraction facts to 10 then 20. Add and subtract numbers using objects, pictures and mentally including two/three one-digit numbers, a two digit number and units/tens, two digit numbers.
- Solve problems with addition and subtraction: using objects and pictures including quantities and measures, then using mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and solve missing number problems.
- Where pupils have grasped the concept of subtraction and addition, introduce sum and difference.
- e.g. *The difference between 8 and 3 is 5.*



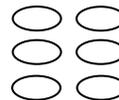
- Introduce recording in columns and formal written methods with larger numbers
- Add and subtract numbers with up to 3/4 digits, using understanding of place value (number lines and 100 squares), partitioning and formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, number facts, place value, and more complex addition and subtraction.
- Solve addition and subtraction 2 step problems in contexts, deciding which operations and methods to use and why.

### Number – multiplication and division

- Introduce multiplication as counting sets of objects. Can the pupil recognise the difference between the number of sets, and the number of objects in each set? (2 sets, 3 in each set).



- Introduce and extend arrays as repeated addition.



2
+2
<u>+2</u>
6

- Recall and use odd and even numbers.
- Recall and use multiplication and division facts for 2, 5 and 10 multiplication tables
- Recall and use multiplication facts for multiplication tables up to 12 × 12
- Practical applications connecting multiplication tables to place value e.g. clock face
- Perform practical and mental calculations and record them using ×, ÷ and = signs.
- Solve problems involving multiplication and division, using materials, grouping, sharing, arrays, repeated addition and mental methods in a range of contexts

including practical (4 times as high; 8 times as long), missing number (e.g. 4 cakes shared between 8 children) and correspondence problems, (e.g. 3 hats and 4 coats, how many different outfits?)

### Number – fractions

- Recognise unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , where appropriate using shapes or an object which can be divided into several parts of a whole, e.g. pizza, cake.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominations.
- Halves and quarters of quantities, e.g. 4 sweets shared between 2 children, between 4 children. Extend to 1/10s.
- Recognise simple equivalent fractions such as  $\frac{5}{10} = \frac{1}{2}$ ,  $\frac{2}{4} = \frac{1}{2}$ .
- Recognise simple mixed numbers e.g.  $1\frac{1}{2}$ ,  $2\frac{1}{4}$ .
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominations.
- Understand decimal notation for money, and convert sums of money such as £0.76, £1.25 to pence.
- Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and dividing one –digit numbers or quantities by 10.
- Add and subtract fractions with the same denominators, (e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ).
- Compare and order unit fractions and non-unit fractions with the same denominator.
- Relate 1/10s to decimal notation. A pack of 10 sweets can be used to show 1 whole pack =  $0.1 + 0.1 + 0.1$  etc.
- Convert lengths such as 125cm to metres (1.25m).
- Relate 50% to a half and 25% to a quarter.
- Understand percentage as the number of parts in every 100.
- Solve simple problems involving fractions.

### Measurement

#### Length/height

- Compare and order lengths by direct comparison for up to 5 items. Use vocabulary: long, longer, longest, short, shorter, shortest, tall, taller, tallest.
- Use non-standard units to estimate, measure and compare the height/length of objects
- Choose and use the appropriate equipment (ruler, metre stick or tape measure).
- Use standard units including centimetres (cms) and metres (m) to measure to the nearest cm or m (use of trundle wheel). Suggest suitable units of measure and suggest suitable items of equipment to measure with.
- Height of self; height of furniture; e.g. heights of chairs, tables, for adults, children.
- Understand units of distance: kilometres (km) and miles (m) to describe greater distances, and relate to time taken to get to different locations.
- Measure, compare, add and subtract lengths (m/cm/mm).
- Measure the perimeter of simple 2-D shapes and rectilinear shapes (e.g. playground, table) in cm. and m.
- Find the area of rectilinear shapes by counting squares.
- Estimate and measure length in standard units to the nearest appropriate unit (m/cm). Record the results.

#### Mass

- Use a balance scales and non-standard units to estimate, measure and compare the weight of objects. Heavy, heavier, heaviest, and light, lighter, lightest.
- Introduce kilograms and  $\frac{1}{2}$  kilograms. Heavier/lighter than a kilogram.
- Choose and use the appropriate equipment (balance scales, weights).
- Estimate, weigh and compare items in standard units to the nearest appropriate unit e.g. nearest 10g using 10 gram weights.

- Reading a scale measure to the nearest appropriate unit using weighing scales and/or digital scales.

### Volume/Capacity

- Experience pouring between different sized containers, fill a large container by pouring repeatedly from a smaller container, pour from one container to another of the same capacity but of a different shape. Use vocabulary full, almost full, half full, add more, empty, almost empty.
- Use non-standard units estimate, measure and compare the capacity of containers.
- Introduce litres and millilitres and read the scale on a measuring jug to the nearest appropriate unit, e.g. 10mls.
- Explore how many 'cups' of juice do we get from one litre, how many from half a litre?
- Suggest suitable units of measure and suggest suitable items of equipment to measure with
- Apply skills of measuring capacity in practical situations: Select correct size of pan for cooking task, right amount of water in kettle, enough juice for everyone in class to have a drink etc.
- Continue use of litres (l), millilitres (ml). and standard cups and spoons as appropriate, read and use scales on measuring jugs
- Measure, compare, add and subtract volume/capacity (l/ml).

### Time

- Continue to develop the understanding of the order of sequences of events in time. Use of visual symbolic timetables, objects of reference and pictorial timetables. (registration, maths, break, literacy, lunch, etc.)
- Extend knowledge and experience of common familiar sequences - days of the week, months of the year – relate to birthdays, seasons of the year.
- Read and write time from an analogue clock to the hour, half hour and then quarter hour, relating times to events, i.e. 12.00 is lunch time; 3.00 prepare for home, etc.
- Tell and write time to five minutes and draw hands on a clock face to show these times.
- Relate units of time: 7 days in a week, 12 months in a year, 60 min is an hour, 30 min is half an hour, 60 sec in a min.
- Reading time at an appropriate level for each pupil – read the time from a variety of clocks, in the classroom, in and around school and in the community. Read times from timetables, TV guides etc. and relate them to clock time, planning time.
- Further develop awareness of the passage of time, e.g. use timer to 'show' a minute – what can we do in 1 minute? How many jumps? How many bricks can I build? 5 minutes – what can we do in 5 minutes?
- Use of stories e.g. 5 minute more?

### Money

- Recognise all coins and notes of different values.
- Use 2 pence, 5 pence and 10 pence coins when counting in 2s, 5s, and 10s.
- Recognise and use symbols for pounds (£) and pence (p).
- Coin equivalence e.g.  $5 \times 2p = 10p$ ,  $10 \times 10p = £1.00$ .
- Read and write prices, for example 1p, 50p, £1.00. Record £ and p separately. Introduce decimal recording of money.
- Develop a concept of the rudimentary cost of everyday items.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Find combinations of coins that equal the same amount.
- Solve practical problems involving addition and subtraction of money including giving change.

### Geometry – properties of shapes

- Explore the properties of 3-D and 2-D shapes.
- Identify, name, and describe the properties of familiar 2-D shapes - circle, triangle, square, rectangle and polygons including the number of sides and line of symmetry in a vertical line. Fold shapes in half to investigate symmetry.
- Identify, name and describe the properties of 3-D shapes such as cube, cuboid, cone, sphere, cylinder and prisms, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surfaces of 3-D shapes, e.g. a circle on a cylinder, a triangle on a pyramid.
- Describe shapes of everyday objects, e.g. boxes and balls.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Drawing, making and describing 2-D and 3-D shapes, pictures and patterns using pens, squared paper, modelling materials pin boards and elastic bands
- Relate 3-D shapes to pictures of them
- Read and write names for shapes.
- Draw lines and shapes using a straight edge.
- Introduce angles e.g. use a right angle finder to identify right angles.

### Geometry – position and direction

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Look at and explore simple patterns from a variety of cultures.
- Use a variety of shapes to copy or reproduce simple patterns and talk about them, e.g. simple repeating patterns or simple symmetrical patterns
- Continue repeating patterns using two or more shapes, describe repeating patterns. Make own repeating patterns.
- Understand and use everyday language to describe position, direction and movement, such as up, down, forwards, backwards, left, right, following and giving instructions, e.g. using toy vehicles; placing objects in, on, under, between, behind and in front; following trails, e.g. go forward 5 steps turn left and go forwards 8 steps; programming Beebots.
- Continue to build on understanding and vocabulary of position, direction and movement by manipulating objects or self.
- Recognise whole, half and quarter turns to the left or right.
- Introduce right angle as measure of a quarter turn.
- Introduce clockwise and anti-clockwise.
- Follow instructions for moving along a simple route in straight lines and around right-angled corners, for example to pass through a simple maze.
- Recognise and use four compass directions - N, S, E, W.
- Make and describe right angles turns, including between compass points.
- Find and describe the position of points on a grid of squares with the rows and columns labelled.
- Find location of shapes on a grid with rows and columns labelled, e.g. simple 'battleships' games

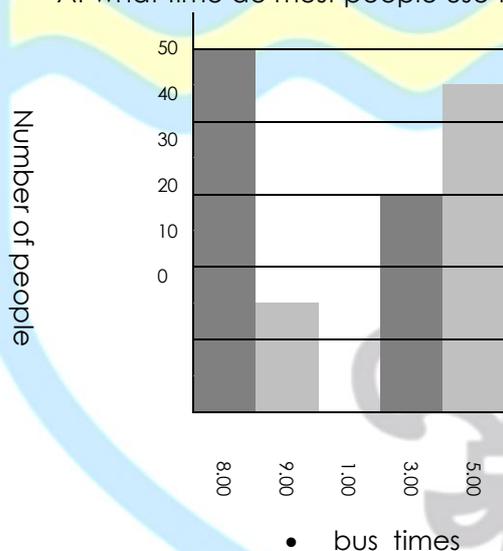
### Statistics

- Understand and use the vocabulary (words/signs/symbols) match, same, different, sort, which one and count.
- Introduce symbols to represent events, people and items.
- Sort sets of objects with two attributes.
- Use sorting diagrams such as two way Venn and Carroll diagrams to display information about shapes, and where appropriate, numbers.
- Venn
- Initially choose shapes so that no intersection is needed, e.g.

- Later introduce situations where an item is in both sets, so there has to be an intersection, e.g.
- Two way Carroll diagrams with shapes, numbers etc. e.g.:-

	odd	even
numbers more than 10	<ul style="list-style-type: none"> <li>• 17,</li> <li>11,</li> <li>15</li> </ul>	<ul style="list-style-type: none"> <li>• 18,</li> <li>16</li> <li>12</li> </ul>
numbers less than 10	<ul style="list-style-type: none"> <li>• 9, 3</li> <li>1</li> </ul>	<ul style="list-style-type: none"> <li>• 2,</li> <li>6, 4</li> </ul>

- Continue to develop work with tallies, using vocabulary such as *vote, survey, data, set, table, graph and chart*.
- Use tallying as part of investigation work, to answer questions such as:- Do all packets of Smarties contain the same number of each colour of sweets,? or:- What is the most common colour of Smarties? Discuss findings.
- Answer a question or solve a problem by interpreting a bar chart with the vertical axis marked in multiples of 2 or 10 e.g.
- At what time do most people use the local bus?



- Fill in given information about 1.00 bus, which bus had fewest people on it? Why? etc.
- Begin to interpret simple pie charts, initially featuring data showing 50%, 25% and relating them to fractions. Recognise largest and smallest sections on pie charts and relate them to most and least frequent.
- Look at and interpret simple line graphs, including those relating to work in other subject areas, e.g. science.
- Activities will focus on the interpretation of existing data from a variety of sources: lists, tables, information charts, diagrams and graphs and where appropriate will lead to application in the real world, for example reading from bus or train timetables as an element of planning a simple journey.

- Read and use information from lists and tables, relating for example, to personal measurements and clothing sizes, or temperature conversion charts for cooking.
- Read and use information from simple written or computer generated databases.
- Identify when an object is different and does not belong to a given category.
- Display sets on a Venn or Carroll diagram, e.g. Shapes that are squares or not squares.
- Construct and interpret simple pictograms, tally charts, block diagrams and tables to organise and compare information, e.g. favourite colours, foods, drinks, pets. The weight, length, height or capacity of items.
- Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity, e.g. 'Which drink was liked the most?', 'What is the heaviest item?'

