

# Curriculum Policy

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*Approved by: Local Governing Body*

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## **Setting**

The Link Primary School caters for boys and girls aged between 4 and 11 who have speech, language and communication needs. All pupils have an Education, Health and Care (EHC) Plan. Just over two thirds of pupils have a diagnosis of ASD. A few pupils have had complex school histories or have not attended their previous school for a period of time. Some pupils have a demand avoidant profile and need adapted curriculums which use a back door learning approach. Many children start their school life at The Link mid key stage when mainstream schools they have previously attended can no longer meet their needs. (see Pathways document Appendix 1 for more information)

## **Intent**

The curriculum offer supports the vision of the school "Linking hands to reach every child's potential" by giving pupils the opportunity to learn and develop with the support of collaborative team practice.

We offer a lively and vibrant curriculum which is cross curricular based in order to help our children make strong learning connections between subjects. All pupils receive the offer of English and Maths as core subjects. From September 2019 all of our pupils study all subject areas of the EYFS and National Curriculum frameworks through our newly designed "Linked Curriculum" and the spiral Relationship and Health Education (RHE) Curriculum. On their learning journey across the 'Linked Curriculum' our aim is that our engagers finally emerge as inquisitors

- discovering, exploring and investigating along the way
- reinforcing and following the links from each stage
- allowing our pupils to grow as individuals.

The use of child centred planning from individuals' EHCP long term outcomes as well as the Link Priority curriculum help us to tailor the goals that we believe will make a difference in our pupils achieving their full potential. Our vision and values underpin all curriculum offers that the pupils have access to.

As a school we recognise that our complex pupils who have difficulties with sensory and/or emotional regulation often have needs beyond the academic curriculum and at times their sensory/behaviour management may become their curriculum focus in order to ensure they are ready to learn. Working collaboratively as teams with therapist input is essential in offering the best tailored curriculum for each individual.

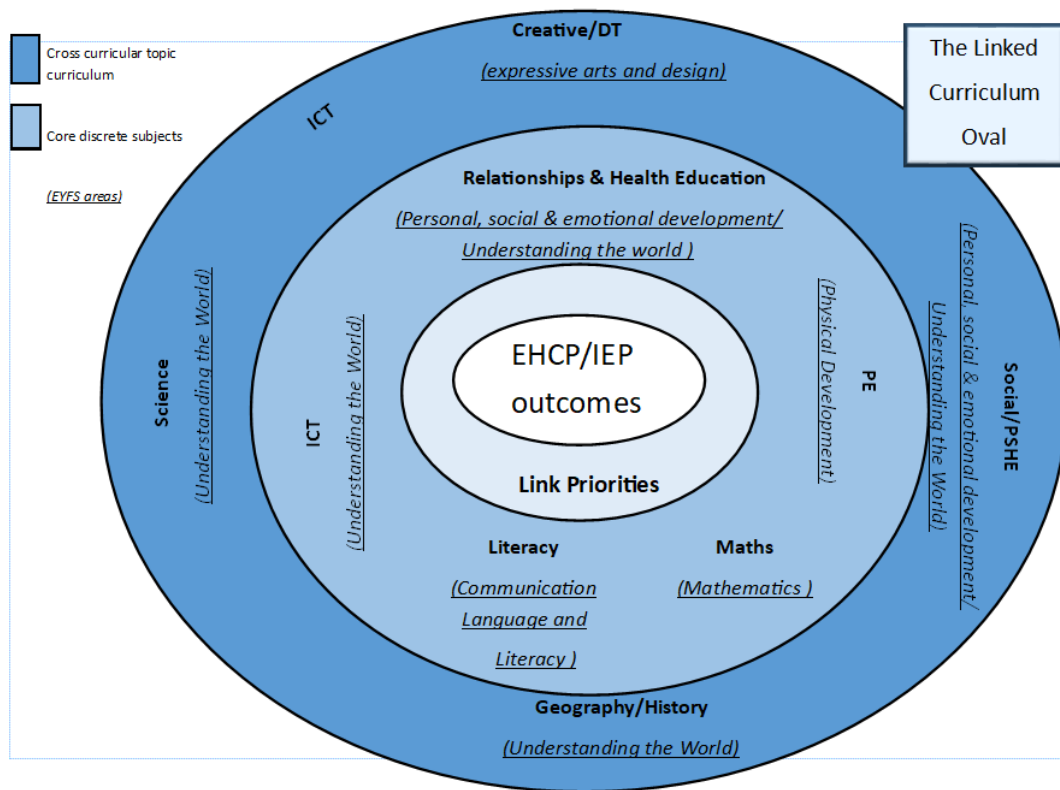
We aim for:

- Barriers to be reduced for individuals in order for them to reach their full potential
- Individual pupil's needs to drive and shape the curriculum
- Pupils to be engaged and motivated to learn
- Pupils to make excellent progress from their starting points both academically and within the Link Priorities
- Pupils to confidently communicate throughout the curriculum
- Pupils to learn how to be healthy and safe
- Pupils to have opportunities to participate in a range of enrichment activities within and beyond the curriculum.
- Pupils to be able to generalise their skills across the curriculum and into life- making learning functional.

## **Implementation**

The curriculum offer

The heart of our curriculum is based upon a child centred model which is enhanced by the academic curriculum.



This is why our curriculum implementation begins with setting short term Individual Education Plan (IEP) targets based upon the child's long-term Education, Health and Care Plan (EHCP) outcomes. As a teaching and therapy team IEP targets are set and reviewed twice in the year. All targets aim to reduce the barriers that our pupils have for learning and life.

Literacy topics are carefully planned to match the cross curricular theme and to develop language and literacy skills through both fiction and non-fiction materials in discrete lessons as well as incorporated into every lesson.

The Link Priority Curriculum underpins all of the curriculums within the school and staff work to aid pupils to make progress within each priority to reach their full potential.

A 3-year rotational topic curriculum (Linked Curriculum) has been designed in our EYFS and KS1 provision and in our KS2 classes pupils will experience a 5 year rotation in order to offer a wide and broad balance of topics. The whole curriculum is designed to ensure pupils do not repeat topics within a Key Stage to maintain engaging and exciting topics whilst building upon skills and knowledge in all areas over their journey through the school. Our RHE curriculum is designed as a spiral curriculum which sees topics repeated yearly to build upon previous gained knowledge and skills.

Pupils with a PDA profile or those who work upon their own curriculum or timetable have access to the curriculum offer for their Key Stage. (See appendix 2-4: topic plans)

Teachers and therapists work collaboratively to ensure access to a language enriched curriculum and learning environment so that there is always a focus on overcoming communication barriers within the learning process.

The curriculum is built and adapted to meet the needs of every individual pupil and therefore The Link Priority Curriculum covering the holistic needs of pupils through emotional, social, sensory and Independence skills is firmly embedded into everything that we do.

We also offer a diverse range of activities that incorporate specialist teaching programmes and teaching strategies for bespoke communication, development of theory of mind and building of positive self-esteem, for example Dyslexia Support, Makaton Signing, Picture Augmentative

Communication, the Circles Programme, Social Stories, Comic Strip Conversations and "Pictures of Me" Diagnosis support.

### Subject coverage

Subject coverage					
Subject	EYFS (Acorns)	Subject	KS1 (Acorns) KS2 (Willow, Beech, Maple, Oak, Hazel)	Subject	KS1&2 PDA profile students (Pine) or pupils on own individual curriculum/timetable
English	This is a core subject and is taught as a discrete subject	English	This is a core subject and is taught as a discrete subject	English	This is a core subject
	Minimum of 4 discrete sessions a week		Minimum of 4 discrete sessions a week		All aspect are addressed through back door learning approach
Maths	This is a core subject and is taught and assessed as a discrete subject	Maths	This is a core subject and is taught and assessed as a discrete subject	Maths	This is a core subject
	Minimum of 3 discrete sessions a week		Minimum of 3 discrete sessions a week		All aspect are addressed through back door learning approach
Science	Science is a core subject which is addressed through Knowledge & Understanding of the world section of EYFS	Science	Science is a core subject <b>KS1</b> - Science will be seen within the cross curricular topic. <b>KS2</b> - Part of the topic offer (1 discrete science topic a year and then within non science based topics)	Science	<b>KS1</b> - Science will be seen within the cross curricular topic. <b>KS2</b> - Part of the topic offer (1 discrete science topic a year and then within non science based topics)
	Minimum 1 session a week as part of the topic		KS1- taught through the cross curricular topic during topic sessions. KS2- Minimum 1 session a week as part of the topic		All aspects are addressed through back door learning
Relationships & Health Education	Our RHE curriculum links into the compulsory Relationships Education, relationships and sex education and health education. It is designed to be a spiral curriculum which sees topics repeated yearly to	Relationships & Health Education	Our RHE curriculum links into the compulsory Relationships Education, relationships and sex education and health education. It is designed to be a spiral curriculum which sees topics repeated yearly to build upon previous gained knowledge and skills and the Link priorities also	Relationships & Health Education	Our RHE curriculum links into the compulsory Relationships Education, relationships and sex education and health education. It is designed to be a spiral curriculum which sees topics repeated yearly to build upon previous gained knowledge and skills and the Link priorities

	build upon previous gained knowledge and skills and the Link priorities also compliment work done within this curriculum. Minimum of 2 discrete subjects a week		compliment work done within this curriculum. Minimum of 2 discrete subjects a week		also compliment work done within this curriculum. All aspects are addressed through back door learning
ICT/ computing	ICT is a core subject Minimum of 2 discrete subjects a week	ICT/ computing	This is a core subject Minimum of 2 discrete subjects a week	ICT/ computing	This is a core subject All aspects are addressed through back door learning
PSED	This is a core subject Minimum 1 discrete lesson a week but daily opportunities	PE	This is a core subject Minimum of 1 discrete subject a week	PE	This is a core subject Minimum of 1 discrete subject a week
PSHE/SMSC/ social	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	PSHE/SMSC/ social	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	PSHE/SMSC/ social	1 discrete topic per year as part of curriculum offer All aspects are addressed through back door learning
Creative/DT	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	Creative/DT	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	Creative/DT	1 discrete topic per year as part of curriculum offer All aspects are addressed through back door learning
Geography/ history	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	Geography/ history	1 discrete topic per year as part of curriculum offer Minimum of 2 discrete subjects a week	Geography/ history	1 discrete topic per year as part of curriculum offer All aspects are addressed through back door learning
		MFL	Due to complex communication needs of pupils MFL is not studied as a subject however pupils may experience some knowledge through topic work	MFL	Due to complex communication needs of pupils MFL is not studied as a subject however pupils may experience some knowledge through topic work

## Learning cohorts

Our pupils within the school vary in their learning abilities and styles and we recognise this need and maintain the curriculum offer to all by use of our cohort model. All topic schemes of work are written to provide outcomes appropriate to each cohort. Some pupils may be working at different cohort levels for different subjects dependent upon their skills and interest in certain areas for example many of our pupils have a natural interest and skill set in ICT and may work at a higher cohort level in this subject in comparison to other subjects.



## Impact

### Assessment and Reporting

- As can be seen above each cohort is linked with the area of assessment that is statutory to Government requirements. This reporting takes place as per the assessment procedure.
- The school use the SOLAR assessment tool to monitor in house progress alongside statutory reporting.
- The school use WOW files as record of evidence of progress

See below for more information of how and when progress is collated, monitored and reported.

[For more information see the assessment procedure](#)

### EYFS

The revised EYFS framework came into place in September 2021 and as a school we have reviewed how we can continue to show small step progress for our pupils as many pupils will be working below the Early Learning Goals (ELGs) when they finish their year in reception and it important for our parents that they can celebrate the progress their child has made. As a result we will report upon the ELGs and undertake the new RBA assessments as required under the new statutory guidelines but also use within school small step assessment via SOLAR.

The decision has been made to report upon the WSP levels for Literacy and Numeracy in the same manner as all pupils in KS1 and above to allow parents to understand the progress from the starting point throughout the whole school.

In the other 4 areas of the EYFS curriculum, the Curriculum and EYFS Lead have looked at and reviewed the new Development Matters Document and devised a SOLAR reporting system for the

statements in line with the cognitive cohorts of the school. (Appendix1 The Link EYFS Cognitive Cohorts Assessment System – LECCAS )

### Reporting schedule and systems

Subject areas	EYFS	
	School systems	Statutory reporting
Communication and Understanding	Session observations	<b>Reception Baseline assessment (RBA)</b> -within first 6 weeks in reception  <b>EYFS profile</b> – final term by 30 <sup>th</sup> June  <b>Reporting will be against the Early Learning Goals (ELGs)</b>
Literacy	Wow files	
Maths	SOLAR scoring – termly (on WSP levels)	
Personal social and emotional development	Session observations	
Expressive arts and design	Wow files	
Physical development	SOLAR scoring & The Link EYFS Cognitive Cohorts Assessment System – LECCAS	
Understanding the world	(adapted development matters levels)	
Link Priorities	Session observations Wow files Termly data spreadsheet	N/A

### KS1 and KS2

Subject areas	KS1		KS2	
	School systems	Statutory reporting	School systems	Statutory reporting
English	Session observations Wow files SOLAR scoring – termly	<b>Engager cohort</b> - Engagement model  <b>Discoverers- Investigators cohort</b> - Pre Key Stage 1 standards  <b>Inquisitors cohort</b> - Key Stage 1 reporting systems	Session observations Wow files SOLAR scoring – termly	<b>Engager cohort</b> - Engagement model  <b>Discoverers- Inquisitors cohort</b> -Pre Key Stage 2 standards
Maths	Session observations Wow files SOLAR scoring – termly		Session observations Wow files SOLAR scoring – termly	
Science ICT/computing PE Geography/History Art and design/music/ design technology PSHE	Session observations Wow files		Session observations Wow files	
Link Priorities	Session observations Wow files Termly data spreadsheet	N/A	Session observations Wow files Termly data spreadsheet	N/A



## Appendix 1 : The Link EYFS Cognitive Cohorts Assessment System – LECCAS

### How EYFS Development Matters 2021 has been linked within the Link cognitive cohorts

Personal Social and Emotional Development		
	Engagers	Discoverers
<b>0-3 years</b>	<ul style="list-style-type: none"> <li>○ Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>○ Establish their sense of self.</li> <li>○ Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>○ Engage with others through gestures, gaze and talk.</li> <li>○ Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>○ Find ways of managing transitions, for example from their parent to their key person.</li> <li>○ Thrive as they develop self-assurance.</li> <li>○ Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>○ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>○ Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>○ Feel strong enough to express a range of emotions.</li> <li>○ Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>○ Be increasingly able to talk about and manage their emotions.</li> <li>○ Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>○ Develop friendships with other children.</li> <li>○ Safely explore emotions beyond their normal range through play and stories.</li> <li>○ Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ul>
	Discoverers	Explorers
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>○ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>○ Develop their sense of responsibility and membership of a community.</li> <li>○ Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>○ Show more confidence in new social situations.</li> <li>○ Increasingly follow rules, understanding why they are important</li> </ul>	<ul style="list-style-type: none"> <li>○ Play with one or more other children, extending and elaborating play ideas.</li> <li>○ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>○ Increasingly follow rules, understanding why they are important.</li> <li>○ Do not always need an adult to remind them of a rule.</li> <li>○ Develop appropriate ways of being assertive.</li> <li>○ Talk with others to solve conflicts.</li> <li>○ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Begin to understand how others might be feeling.</li> </ul>
	<b>Explorers</b>	
<b>Children in reception</b>	<ul style="list-style-type: none"> <li>○ See themselves as a valuable individual.</li> <li>○ Build constructive and respectful relationships.</li> <li>○ Express their feelings and consider the feelings of others.</li> <li>○ Show resilience and perseverance in the face of challenge.</li> <li>○ Identify and moderate their own feelings socially and emotionally.</li> <li>○ Think about the perspectives of others.</li> <li>○ Manage their own needs.</li> </ul>	
	<b>Investigators</b>	
<b>ELGs</b>	<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>○ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>○ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>○ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>○ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>○ Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>○ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>○ Work and play cooperatively and take turns with others.</li> <li>○ Form positive attachments to adults and friendships with peers.</li> <li>○ Show sensitivity to their own and to others' needs.</li> </ul>

<b>Physical Development</b>		
	<b>Engagers</b>	<b>Discoverers</b>
<b>0-3 years</b>	<ul style="list-style-type: none"> <li>○ Lift their head while lying on their front.</li> <li>○ Push their chest up with straight arms.</li> <li>○ Roll over: from front to back, then back to front.</li> <li>○ Enjoy moving when outdoors and inside.</li> <li>○ Sit without support.</li> <li>○ Begin to crawl in different ways and directions.</li> <li>○ Pull themselves upright and bouncing in preparation for walking.</li> <li>○ Reach out for objects as co-ordination develops.</li> <li>○ Eat finger food and develop likes and dislikes.</li> <li>○ Try a wider range of foods with different tastes and textures.</li> <li>○ Lift objects up to suck them.</li> </ul>	<ul style="list-style-type: none"> <li>○ Clap and stamp to music</li> <li>○ Enjoy starting to kick, throw and catch balls.</li> <li>○ Build independently with a range of appropriate resources.</li> <li>○ Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>○ Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>○ Develop manipulation and control.</li> <li>○ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>○ Learn to use the toilet with help, and then independently.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> <li>○ Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>○ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>○ Begin to walk independently – choosing appropriate props to support at first.</li> <li>○ Walk, run, jump and climb – and start to use the stairs independently.</li> <li>○ Explore different materials and tools.</li> </ul>	
	<b>Discoverers</b>	<b>Explorers</b>
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>○ Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>○ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>○ Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>○ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>○ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>○ Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>○ Use a comfortable grip with good control when holding pens and pencils.</li> <li>○ Start to eat independently <del>and learning how to use a knife and fork.</del></li> <li>○ Show a preference for a dominant hand.</li> <li>○ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>○ Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>○ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>○ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>⊖ Learning how to use a knife and fork-</li> <li>○ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>○ Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
	<b>Explorers</b>	
<b>Children in reception</b>	<ul style="list-style-type: none"> <li>○ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- climbing <ul style="list-style-type: none"> <li>○ Progress towards a more fluent style of moving, with developing control and grace.</li> <li>○ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>○ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>○ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>○ Combine different movements with ease and fluency.</li> <li>○ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>○ Develop overall body-strength, balance, co-ordination and agility.</li> <li>○ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>○ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>○ Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>○ Know and talk about the different factors that support their overall health and wellbeing:</li> </ul> </li> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing <ul style="list-style-type: none"> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> </ul> </li> <li>- being a safe pedestrian <ul style="list-style-type: none"> <li>○ Further develop the skills they need to manage the school day successfully:</li> </ul> </li> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul>
<b>Investigators</b>	
<b>ELGs</b>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>○ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>○ Demonstrate strength, balance and coordination when playing.</li> <li>○ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>○ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>○ Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>○ Begin to show accuracy and care when drawing.</li> </ul>

## Expressive arts and design

	Engagers	Discoverers
<b>0-3 years</b>	<ul style="list-style-type: none"> <li>○ Show attention to sounds and music.</li> <li>○ Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>○ Explore their voices and enjoy making sounds</li> <li>○ Explore a range of sound-makers and instruments and play them in different ways.</li> <li>○ Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>○ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>○ Explore different materials, using all their senses to investigate them. Manipulate and play with different materials</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond emotionally and physically to music when it changes.</li> <li>○ Move and dance to music.</li> <li>○ Join in with songs and rhymes, making some sounds.</li> <li>○ Make rhythmical and repetitive sounds.</li> <li>○ Explore a range of sound-makers and instruments and play them in different ways.</li> <li>○ Start to make marks intentionally.</li> <li>○ Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>○ Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>○ Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>○ Use their imagination as they consider what they can do with different materials.</li> <li>○ Make simple models which express their ideas.</li> </ul>
	Discoverers	Explorers
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>○ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>○ Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>○ Join different materials and explore different textures.</li> <li>○ Listen with increased attention to sounds.</li> <li>○ Remember and sing entire songs.</li> </ul>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>

		<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas</p>
	<b>Explorers</b>	
<b>Children in reception</b>	<ul style="list-style-type: none"> <li>○ Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>○ Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>○ Create collaboratively sharing ideas, resources and skills.</li> <li>○ Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>○ Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>○ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>○ Develop storylines in their pretend play.</li> <li>○ Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	
	<b>Investigators</b>	
<b>ELGs</b>	<b>Creating with Materials</b>	
	<ul style="list-style-type: none"> <li>○ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>○ Share their creations, explaining the process they have used.</li> <li>○ Make use of props and materials when role playing characters in narratives and stories</li> </ul>	
	<b>Being Imaginative and Expressive</b>	
	<ul style="list-style-type: none"> <li>○ Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>○ Sing a range of well-known nursery rhymes and songs.</li> <li>○ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

Understanding the World			
	Engagers		Discoverers
<b>0-3 years</b>	<ul style="list-style-type: none"> <li>○ Repeat actions that have an effect.</li> <li>○ Explore materials with different properties.</li> <li>○ Explore natural materials, indoors and outside.</li> <li>○ Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>		<ul style="list-style-type: none"> <li>○ Make connections between the features of their family and other families.</li> <li>○ Notice differences between people.</li> </ul>
	Engagers	Discoverers	Explorers
<b>3-4 years</b>	<ul style="list-style-type: none"> <li>○ Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>⊖ Use all their senses in hands-on exploration of natural materials.</li> <li>⊖ Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begin to make sense of their own life-story and family's history.</li> <li>○ Show interest in different occupations.</li> </ul>

		<ul style="list-style-type: none"> <li>⊖ Talk about what they see, using a wide vocabulary.</li> <li>⊖ Begin to make sense of their own life-story and family's history.</li> <li>○ Explore how things work.</li> <li>○ Plant seeds and care for growing plants</li> <li>○ Explore and talk about different forces they can feel.</li> <li>○ Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand the key features of the life cycle of a plant and an animal.</li> <li>○ Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>○ Explore and talk about different forces they can feel.</li> <li>○ Continue to develop positive attitudes about the differences between people.</li> <li>○ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	<b>Explorers</b>		
<b>Children in reception</b>	<ul style="list-style-type: none"> <li>○ Talk about members of their immediate family and community.</li> <li>○ Name and describe people who are familiar to them.</li> <li>○ Comment on images of familiar situations in the past.</li> <li>○ Compare and contrast characters from stories, including figures from the past.</li> <li>○ Draw information from a simple map.</li> <li>○ Understand that some places are special to members of their community.</li> <li>○ Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>○ Recognise some similarities and differences between life in this country and life in other countries.</li> <li>○ Explore the natural world around them.</li> <li>○ Describe what they see, hear and feel whilst outside.</li> <li>○ Recognise some environments that are different to the one in which they live.</li> <li>○ Understand the effect of changing seasons on the natural world around them.</li> </ul>		
	<b>Investigators</b>		
<b>ELGs</b>	<b>Past and Present</b>		
	<ul style="list-style-type: none"> <li>○ Talk about the lives of the people around them and their roles in society.</li> <li>○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>○ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
	<b>People, Culture and Communities</b>		
	<ul style="list-style-type: none"> <li>○ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>○ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>○ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul>		
	<b>The Natural World</b>		
	<ul style="list-style-type: none"> <li>○ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>○ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>○ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul> |
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