

# Aims for a Crowdys Hill Curriculum.

'Learning for life.'



## Key stage 1 skills overview

By the end of key stage 1 our pupils will be able:

Transitional	Ready to move on
<b>English/ Literacy skills: To have a 'love of reading' and to be able to recognise words and letters.</b>	
<p>To be able to recognise what a book is and have the tools to 'enjoy' a book.</p> <p>To enjoy a sensory story or a book based story.</p> <p>To recognise the alphabet.</p> <p>To listen to an adult and follow instructions.</p> <p>Recognise own name.</p>	<p>To be able to listen attentively in a range of situations.</p> <p>To listen to stories, recognise key events and respond to what they hear.</p> <p>To be able to give their attention to what others say and respond appropriately.</p> <p>Understand that each alphabet letter has a phonic sound attached (support may be needed)</p> <p>Recognise both own name and the names of peers.</p>
<b>Communication/ Social Skills: To be able to communicate their needs; to be able to form positive social interactions.</b>	
<p>To communicate to an adult who they are familiar with.</p> <p>To start use visual aids/communication aids to respond to questions.</p> <p>To be able to form friendships.</p>	<p>To communicate clearly to adults and peers their wants and needs.</p> <p>To understand when to talk and how to respond to 'simple' questions.</p> <p>To understand social etiquette i.e. when to say please and thank you.</p> <p>To be able to form friendships.</p> <p>To play with friends both in classroom and in the playground.</p>
<b>Mathematics/ numeracy skills: To learn the foundations of maths knowledge.</b>	
<p>To recognise a number both in written form and as an amount.</p> <p>To be able to count up to 20</p> <p>To understand more and less</p> <p>To recognise by sight 2D shapes.</p> <p>Understand the days of the week/maths.</p> <p>Recognise a clock face.</p>	<p>To be aware of the value of numbers and what symbols can represent.</p> <p>To be able to use key maths vocabulary.</p> <p>To understand basic maths concepts.</p> <p>Recognise and label 2D shapes.</p> <p>Understand how we can group numbers/shapes using a range of properties.</p>

	Understand set times of the day and what happens at these times
<b>Social, emotional, mental health development: To be happy members of the school community</b>	
<p>To be able to identify different emotions and feelings, such as being happy or sad.</p> <p>To feel safe in school.</p> <p>To be able to play with class peers (with guidance and support).</p> <p>To recognise differences between school and home.</p> <p>To be able to follow a school based routine.</p>	<p>To be aware of their emotions and feelings and express why they feel; this way.</p> <p>To be able to manage their frustrations with support.</p> <p>To understand that sometimes we win or lose.</p> <p>To tell an adult how they feel.</p> <p>To be able to play with their peers.</p> <p>To recognise that routines can change and be able to cope with change.</p>
<b>Personal health and well-being development: To be healthy and safe in their surroundings</b>	
<p>To be aware of dangers in the school environment and on trips.</p> <p>To try healthy foods.</p> <p>To try different exercises.</p> <p>To choose clothes to wear.</p> <p>To carry out personal care with support.</p> <p>To help to tidy away items with support.</p>	<p>To keep safe in a controlled environment.</p> <p>To make healthy choices with support.</p> <p>To take part in sport and exercise.</p> <p>To choose clothes to wear and put own clothes on.</p> <p>To be able to carry out some personal care activities.</p> <p>To be able to carry out some household chores with support.</p>
<b>Independence skills: To be as independent as possible</b>	
<p>To independently recognise own classroom and book box.</p> <p>To take part in all class and school activities with support.</p> <p>To carry out small personal tasks i.e. carry own lunch box.</p> <p>To know what a bathroom is used for.</p>	<p>To choose the correct equipment in the classroom.</p> <p>To be able to use equipment at school, such as cutlery.</p> <p>To take part in school activities.</p> <p>To recognise when a task needs completing i.e. dinner is finished, I need to put my plate away.</p> <p>Carry out basic 'care' i.e. change independently for swimming</p>
<b>Academic skills: To recognise the world around them.</b>	
<p>To understand where they live.</p> <p>To understand what a family is i.e. brother/sisters</p>	<p>To recognise and understand who they live with and where they live.</p> <p>Recognise and name family members.</p>

<p>To recognise what helps them in life i.e. transport/running water To understand where we live in the world.</p>	<p>Understand the difference between family and friends. Recognise that all families are not the same. To understand how to carry out tasks in a school day. Recognise that all countries can be different.</p>
<p><b>Creativity: To take part in arts and crafts activities; to listen and choose music; to take part in dance.</b></p>	
<p>To take part in arts and craft activities. To attempt to draw themselves and people close to them. To take part in dance activities. To understand what noise/sounds are. To recognise how we make sounds.</p>	<p>To use own ideas to make paint or draw, when already shown finish product. To take part in making musical sounds. To understand where a noise/sound comes from. To make craft items, when already shown an end result. To take part in dance sessions and follow instructions. To make musical sounds with rhythm.</p>
<p><b>Cultural understanding: To be aware of expectations of their school community.</b></p>	
<p>To be aware that we all have differences. To be aware that we all have similarities. To be aware of what it is to be a member of the class and school. To be aware of right and wrong and to understand that wrong choices has consequences. Be able to make good choices within a school day.</p>	

## Key stage 2 skills overview

## By the end of key stage 2 our pupils will be able:

Transitional	Ready to move on
<b>English/ Literacy skills: To be able to have functional literacy skills</b>	
<p>To recognise words and sounds within a reading book.</p> <p>To understand that we read left to right.</p> <p>To understand where to look for words/books.</p> <p>To be able to recognise full name of themselves, friends and family.</p> <p>To be able to read signs in and around the school.</p> <p>To be able to follow a daily timetable.</p>	<p>To read words to their cognitive level.</p> <p>To choose suitable books that they can read independently.</p> <p>To understand text with picture support.</p> <p>To understand that different books are used for different purposes.</p> <p>To understand that words can be used to share information i.e. newspapers</p> <p>Be able to use an ICT keyboard.</p> <p>Be able to use ICT or AAC to support their learning.</p> <p>To be able to construct a sentence (in whatever form is used).</p> <p>To be able to present written work (in whatever form is used).</p> <p>Recognise and use basic phonics to aid reading and writing.</p> <p>To be able to spell some high frequency words.</p> <p>To understand that words can be used creatively i.e in poems/songs.</p>
<b>Communication/ Social Skills: To be able to communicate their needs; to be able to form positive social interactions.</b>	
<p>To recognise peers and teachers within a classroom.</p> <p>To take part in social group activities i.e. Good morning and respond appropriately.</p> <p>Be able to use visual aids or words to communicate all wants and needs.</p> <p>Recognise when friends are happy and sad.</p>	<p>To take turns.</p> <p>To follow basic instructions.</p> <p>To communicate in positive ways.</p> <p>To express themselves in whatever way they prefer to communicate.</p> <p>To be able to choose friends.</p> <p>To be able to make friends.</p> <p>Recognise how to behave in certain situations.</p>
<b>Mathematics/ numeracy skills: To learn the foundations of maths knowledge.</b>	
To be aware of the value of numbers and what symbols can represent.	To be able to use number systems.

<p>To be able to use key maths vocabulary.            To understand basic maths concepts.            To be able to recognise what day it is.            To be able to match /recognise 2D and 3 D shapes            To recognise what direction someone or something is travelling.</p>	<p>To be able to use positional language.            To be able to read a clock to their cognitive ability.            To recognise set times of the day/week/month and tell an adult what is happening.            To be able to make measurements with support.            To be aware of money, and understand that it can be exchanged for goods.            Recognise that if you add shapes together you can make different shapes.            Recognise less and more and be able to change amounts accordingly.            To be able to solve simple 'mental' maths without showing workings out.</p>
<p><b>Social, emotional, mental health development: To be happy members of the school community</b></p>	
<p>To be aware of their emotions and feelings.            To be able to manage their frustrations with support.            To understand that sometimes we win or lose.            To tell an adult how they feel.            To recognise what a good choice or bad choice maybe.            Recognise who is not a family member or friend.</p>	<p>To be able to talk about their emotions and feelings.            To be able to recognise other people's feelings and express why they may be feeling this way.            To be able to self-regulate their emotions.            To be aware what makes them happy or unhappy.            To be able to try again when things go wrong.            To tell an adult how they feel.            To understand the concept of losing.            To understand what a stranger is.</p>
<p><b>Personal health and well-being development: To be healthy and safe in their surroundings</b></p>	
<p>To keep safe in a controlled environment.            To make healthy choices with support.            To take part in sport and exercise.            To choose clothes to wear.            To be able to carry out some personal care activities.            To be able to carry out some household chores with support.</p>	<p>To keep safe in a controlled environment.            To be aware of relationships.            To be able to make healthy choices with diet.            To take part in exercise and sports.            To choose appropriate clothes to wear and get themselves dressed.            To be able to carry out personal care (to the best of their abilities).            To be aware of household chores, and be able to attend to some.</p>

	Recognise what equipment is needed to complete a task i.e. you need a brush to sweep a floor.
<b>Independence skills: To be as independent as possible</b>	
<p>To choose the correct equipment in the classroom.</p> <p>To be able to use equipment at school, such as cutlery.</p> <p>To take part in school activities.</p>	<p>To be able to use equipment independently in schools and recognise which equipment is appropriate.</p> <p>Develop fine and gross motor skills to the best of their ability.</p> <p>Be able to access all areas of the curriculum.</p>
<b>Academic skills: To be able to use knowledge in everyday life</b>	
<p>To know similarities and differences in relation to places, objects, materials and living things.</p> <p>To be able to communicate about the features of their own immediate environment and how environments might vary from one another.</p> <p>Recognise and make observations of animals and plants.</p> <p>Recognise how environments can change i.e. cold and hot places</p> <p>To recognise different forms of technology.</p> <p>Recognise the differences between humans and animals.</p> <p>To understand the concept of past and future.</p>	<p>To be able to use some scientific skills safely.</p> <p>To be able to carry out a scientific investigation, with support.</p> <p>To use investigating skills in topics other than science.</p> <p>To record investigations.</p> <p>To be aware of life, and be able to talk about living things (plants and animals).</p> <p>To be able to discuss aspects of the human body.</p> <p>To be able to discuss habitats.</p> <p>To be able to talk about recycling, and help support it.</p> <p>To be able to recognise that a range of technology is used in places such as homes and schools.</p> <p>To be able to select and use technology for particular purposes</p> <p>Be aware of the weather and its effects.</p> <p>Be aware that different materials have different properties.</p> <p>Be aware of some properties of light and sound.</p> <p>Be aware of energy and forces.</p> <p>To be aware of religions and that people have different beliefs.</p> <p>To understand some well-known historic events, and be able to recall them.</p> <p>To be aware of different countries.</p>
<b>Creativity : To be able to make artwork, music, crafts; to be able to dance and move to express themselves.</b>	
To take part in art activities.	To choose art methods for tasks.

<p>To take part in making musical sounds.          To make craft items.          To take part in dance sessions.          To listen to music.          To choose their favourite books.</p>	<p>To be able to make musical sounds.          To choose what craft items to make.          To be able to follow dance instructions.          To choose what music they prefer to listen to.          To write/ produce a story.</p>
<p><b>Cultural understanding: To be aware of expectations of their community.</b></p>	
<p>To be aware that we are all have differences.          To be aware that we all have similarities.          To be aware of what it is to be a member of the class and school.          To be aware of what it is to live in Britain.          To be aware of right and wrong.</p>	<p>To be aware that there are different religions.          To understand that people can be part of different groups.          To understand that they live in Britain.          To understand that there are different countries, and that they have different cultures and language.          To understand and follow rules.</p>

### Key stage 3 skills overview

By the end of key stage 3 our pupils will be able:

Transitional	Ready to move on
<p><b>English/ Literacy skills: To be able to have functional literacy skills</b></p>	
To read words to their cognitive level.	To read words accurately

<p>To choose suitable books that they can read independently.</p> <p>To understand text with picture support.</p> <p>Be able to use an ICT keyboard.</p> <p>Be able to use ICT or AAC to support their learning.</p> <p>To be able to construct a sentence (in whatever form is used).</p> <p>To be able to present written work (in whatever form is used).</p> <p>To be able to spell high frequency words.</p>	<p>To read books that challenge their reading skills.</p> <p>To understand text.</p> <p>To be able to use a PC independently.</p> <p>To be able to use technology independently.</p> <p>To be able to spell low frequency words.</p> <p>To be able to spell a wide variety of words useful to them.</p> <p>To be able to use basic grammar and punctuation.</p>
<p><b>Communication/ social Skills: To be able to express themselves clearly</b></p>	
<p>To listen to others.</p> <p>To follow basic instructions.</p> <p>To turn take in conversations.</p> <p>To answer lower blank level 3 questions.</p> <p>To present views to others.</p> <p>To express themselves in whatever way they prefer to communicate.</p> <p>To be able to choose friends.</p> <p>To be able to make friends.</p>	<p>To listen carefully and recall.</p> <p>To follow multi-step instructions.</p> <p>To be able to initiate and maintain conversations of their choice.</p> <p>To answer higher level questions (blank level 4).</p> <p>To speak in a variety of audiences and situations.</p> <p>To use an appropriate range of vocabulary.</p> <p>To be able to maintain friendships.</p> <p>To act fairly and kindly to friends.</p> <p>To help and support their peers.</p>
<p><b>Mathematics/ numeracy skills: To be able to have functional numeracy skills</b></p>	
<p>To be able to use numbers.</p> <p>To be aware of positional language.</p> <p>To be able to read a clock to the hour and half past.</p> <p>To be able to measure with support.</p> <p>To be aware of money, and understand that it can be exchanged for goods.</p>	<p>To use numbers in different contexts.</p> <p>To use directional and positional language to describe.</p> <p>To be aware of the lengths of times.</p> <p>To be able to use measures.</p> <p>To be aware of the value of money, and be able to use it in shops.</p>
<p><b>Social, emotional, mental health development: To be happy members of the school community</b></p>	
<p>To be aware of their emotions and feelings.</p> <p>To be able to manage their frustrations with support.</p> <p>To be aware of the causes and signs of their anxieties.</p> <p>To build up self-esteem, and resilience.</p>	<p>To be able to self-regulate.</p> <p>To be able to use strategies to control their frustrations.</p> <p>To be able to reduce their own anxieties.</p> <p>To avoid negative pressures and influences.</p>



To tell an adult how they feel.	To be able to use coping strategies for situations that they find difficult.
<b>Personal health and well-being development: To be healthy and safe in their surroundings</b>	
<p>To keep safe in a controlled environment.</p> <p>To be aware of relationships.</p> <p>To be able to make healthy choices with diet.</p> <p>To take part in exercise and sports.</p> <p>To be able to use social media with support.</p> <p>To choose clothes to wear.</p> <p>To be able to carry out personal care (to the best of their abilities).</p> <p>To be aware of household chores, and be able to attend to some.</p>	<p>To keep safe in the community.</p> <p>To be aware of unhealthy relationships.</p> <p>To prepare healthy meals/snacks.</p> <p>To choose exercise and sports.</p> <p>To be able to avoid risky situations.</p> <p>To be able to use social media safely.</p> <p>To choose appropriate clothes to wear.</p> <p>To choose the types of personal care products they prefer.</p> <p>To be able complete household tasks independently.</p>
<b>Independence skills: To be as independent as possible</b>	
<p>To be able to use equipment independently in schools.</p> <p>Develop fine and gross motor skills to the best of their ability.</p> <p>Be able to access all areas of the curriculum.</p>	<p>To be able to use a variety of equipment, in and out of school.</p> <p>Be independent in all personal care.</p> <p>Access all areas of the curriculum without learning support (not including physical supports).</p>
<b>Academic skills: To be able to use knowledge in everyday life</b>	
<p>To be able to use some scientific skills safely.</p> <p>To be able to carry out a scientific investigation, with support.</p> <p>To use investigating skills in topics other than science.</p> <p>To record investigations.</p> <p>To be aware of life, and be able to talk about living things (plants and animals).</p> <p>To be able to discuss aspects of the human body.</p> <p>To be able to discuss habitats.</p> <p>To be able to talk about recycling, and help support it.</p> <p>Be aware of the weather and its effects.</p> <p>Know that different materials have different properties.</p> <p>Be aware of some properties of light and sound.</p>	<p>To know what scientific skills to use.</p> <p>To investigate using fair tests.</p> <p>To use techniques to investigate, to find an answer to a question.</p> <p>To ask questions, relevant and viable.</p> <p>To understand what makes life, and maintains it.</p> <p>To know the main body systems, and what keeps them healthy.</p> <p>To understand what and where different habitats are, and what may live there.</p> <p>To promote recycling.</p> <p>To be able to use weather knowledge, eg. Predict effects.</p> <p>Be able to use knowledge of materials, eg. Magnets.</p>

<p>Be aware of night/ day/ years.          Be aware of energy and forces.          To be aware of religions and that people have different beliefs.          To understand some well-known historic events, and be able to recall them.          To be aware of different countries.          To be able to read a basic map.</p>	<p>Understand shadows, dangers of sunlight; what makes loud/ soft noises, dangers of loud noise.          Understand what makes: day/ night/ months/ years/ seasons.          Be able to talk about some uses or effects of forces and energy.          To be able to talk about the common religions in Britain, and what that may entail for those believers.          To be able to talk about major, well-known historic events, that are common knowledge for British citizens.          To be able to talk about different countries, and what they may be like.          To be able to use a map.</p>
<b>Creativity : To be able to express themselves in creative ways</b>	
<p>To use art techniques.          To choose art methods for tasks.          To be able to make musical sounds.          To play different instruments.          To take part in drama techniques.          To choose drama activities to express feelings.          To make 3D structures.          To write/ produce a story.</p>	<p>To use art techniques to express themselves.          To be able to make musical tunes.          To be able to choose instruments to play for pleasure.          To choose what types of drama they like to watch.          To take part in drama activities in a group.          To use different forms to produce and create a narrative.</p>
<b>Cultural understanding: To be able to take part in their society</b>	
<p>To know that there are different religions and that people have different beliefs, which may lead them to have different views.          To understand what it is to live in Swindon.          To understand that there are different countries, and that they have different cultures and language.          To understand that Britain is a democracy.          To understand basic laws.</p>	<p>To be accepting of the beliefs and views of others, and respect their views even when they may disagree.          To be an active Swindon citizen.          To be able to match foreign cultures to their countries.          To be able to discuss British values.          To be able to understand the need for laws and democracy.          To be a valued member of society.</p>

## Key stage 4 skills overview

## By the end of key stage 4 our pupils will be able:

Transitional	Ready to move on
<b>English/ Literacy skills: To be able to have functional literacy skills</b>	
<p>To read words to their cognitive level. To read words accurately            To choose suitable books that they can read independently. To read books that challenge their reading skills.            To understand text with picture support. To understand text.            Be able to use an ICT keyboard. To be able to use a PC independently.            Be able to use ICT or AAC to support their learning. To be able to use technology independently.            To be able to construct a sentence (in whatever form is used).            To be able to present written work (in whatever form is used).            To be able to spell low frequency words.            To be able to spell high frequency words.            To be able to spell a wide variety of words useful to them.            To be able to use basic grammar and punctuation.</p>	<p>To comprehend a range of texts.            To be able to read in a variety of formats.            To be able to choose and talk about books and authors.            To be able to read and understand household letters.            To be able to write in a variety of forms.            To be able to write to a range of audiences.            To be able to use technology in a functional way, such as sending emails.            To be able to write coherently, to put a view forward.            To be able to write lists, e.g. for shopping.            To be able to write responses, e.g. to reply to requests.</p>
<b>Communication/ social Skills: To be able to express themselves clearly; maintain positive relationships; and be a supportive member of society.</b>	
<p>To listen. To listen carefully and recall.            To follow basic instructions. To follow multi-step instructions.            To turn take in conversations. To be able to initiate and maintain conversations of their choice.</p>	<p>To understand what is being said to them. To understand and respond appropriately.            To continue conversations.            To use a variety of language/ vocabulary.</p>

<p>To answer lower level questions. To answer higher level questions</p> <p>To present views to others. To speak in a variety of audiences and situations. To use an appropriate range of vocabulary.</p> <p>To express themselves in whatever way they prefer to communicate.</p> <p>To be able to choose friends. To be able to maintain friendships.</p> <p>To be able to make friends. To help and support their peers. To act fairly and kindly to friends</p>	<p>To understand how to adapt language to their audience.</p> <p>To be able to communicate to peers.</p> <p>To be able to communicate to adults.</p> <p>To be able to present balanced views to an audience.</p> <p>To be able to choose and maintain positive relationships.</p> <p>To be aware of sexual relationships, and make healthy choices and positive relationships.</p> <p>To be a supportive friend or peer.</p>
<p><b>Mathematics/ numeracy skills: To be able to have functional numeracy skills</b></p>	
<p>To be able to use numbers. To use numbers in different contexts.</p> <p>To be aware of positional language. To use directional and positional language to describe.</p> <p>To be able to read a clock to the hour and half past. To be aware of the lengths of times.</p> <p>To be able to measure with support. To be able to use measures</p> <p>To be aware of money, and understand that it can be exchanged for goods. To be aware of the value of money, and be able to use it in shops.</p>	<p>To use a range of maths skills in living skills. E.g. using fractions or decimals.</p> <p>To be able to give and receive directional instructions.</p> <p>To be able to use the knowledge of reading time.</p> <p>To be able to organise themselves using time knowledge.</p> <p>To use measures of distance, weights and capacity to estimate needs.</p> <p>To be able to organise their money to the best of their ability to reduce the chance of financial vulnerability.</p>
<p><b>Social, emotional, mental health development: To be happy members of the school community; be able to be active members of their communities.</b></p>	
<p>To be aware of their emotions and feelings.</p> <p>To be able to manage their frustrations with support.</p> <p>To be aware of the causes and signs of their anxieties. To be able to reduce their own anxieties.</p> <p>To build up self-esteem, and resilience.</p> <p>To be able to self-regulate.</p> <p>To be able to use strategies to control their frustrations.</p> <p>To avoid negative pressures and influences.</p> <p>To be able to use coping strategies for situations that they find difficult.</p>	<p>To be able to express their emotions and feelings in a controlled/ accepted manner.</p> <p>To be able to reduce their own anxieties to allow them to be part of their communities.</p> <p>To be able to cope with potentially negative situations. To be able to find ways to limit their negative experiences in their community.</p> <p>To take responsibility for their actions.</p> <p>To be able to take part in different social situations.</p>

<b>Personal health and well-being development: To be healthy and safe in their surroundings; to be able to care for themselves (to the best of their ability)</b>	
<p>To keep safe in a controlled environment. To be able to avoid risky situations.</p> <p>To be aware of relationships. To be aware of unhealthy relationships.</p> <p>To be able to make healthy choices with diet. To prepare healthy meals/snacks.</p> <p>To take part in exercise and sports. To choose exercise and sports.</p> <p>To be able to use social media with support. To be able to use social media safely.</p> <p>To choose clothes to wear. To choose appropriate clothes to wear.</p> <p>To be able to carry out personal care (to the best of their abilities). To choose the types of personal care products they prefer.</p> <p>To be aware of household chores, and be able to attend to some. To be able complete household tasks independently</p> <p>To keep safe in the community.</p> <p>To be aware of their own sensory needs. To be able to attend to their own sensory imbalances.</p>	<p>To be able to identify and avoid unsafe environments.</p> <p>To be able to make good choices with situations and events.</p> <p>To be understanding of the intentions of others.</p> <p>To be confident to disagree with outside pressures/ peer pressures.</p> <p>To prepare healthy food, and understand the need for a balanced diet.</p> <p>To use social media to keep in touch with friends, safely.</p> <p>To know how to reduce stresses linked to social media usage.</p> <p>To be able to show individuality through choice of attire.</p> <p>To be able to choose their own appropriate personal care routines.</p> <p>To be able to organise household chores, and understand the need for them to be carried out.</p> <p>To be aware of the risks when out and about, and keep safe.</p> <p>To understand how to get help when out and about.</p> <p>To be able to balance their own sensory needs to ensure they can access community events.</p>
<b>Independence skills: To be as independent as possible in using community facilities, working and learning.</b>	
<p>To be able to use equipment independently in schools. Access all areas of the curriculum without learning support (not including physical supports).</p> <p>Develop fine and gross motor skills to the best of their ability.</p> <p>Be able to access all areas of the curriculum.</p> <p>To be able to use a variety of equipment, in and out of school.</p> <p>Be independent in all personal care.</p>	<p>To be able to travel independently to known places, to the best of their abilities.</p> <p>To use community facilities.</p> <p>To access all areas of the school community as independently as possible.</p> <p>To be able to make choices about their post 16 courses.</p> <p>To be aware of health and safety in the workplace. To be able to offer employment skills to an employer. To be aware of the variety of jobs</p>

<p>Be able to aspire to employment. To be able to make choices to enable them to reach their careers goal. To understand what they need to do to gain employment.</p>	<p>available, and what skills are needed. To make an informed choice about their future employment.</p>
<p><b>Academic skills: To be able to use knowledge in everyday life; to build on their areas of interest to enable them to access courses of their choice at post-16.</b></p>	
<p>To be able to use some scientific skills safely. To know what scientific skills to use. To be able to carry out a scientific investigation, with support.</p> <p>To use investigating skills in topics other than science. To investigate using fair tests. To use techniques to investigate, to find an answer to a question. To record investigations. To ask questions, relevant and viable.</p> <p>To be aware of life, and be able to talk about living things (plants and animals). To be able to discuss aspects of the human body. To understand what makes life, and maintains it. To know the main body systems, and what keeps them healthy.</p> <p>To be able to discuss habitats. To understand what and where different habitats are, and what may live there.</p> <p>To be able to talk about recycling, and help support it. To promote recycling.</p> <p>Be aware of the weather and its effects. To be able to use weather knowledge, eg. Predict effects.</p> <p>Know that different materials have different properties. Be able to use knowledge of materials, eg. Magnets.</p> <p>Be aware of some properties of light and sound. Understand shadows, dangers of sunlight; what makes loud/ soft noises, dangers of loud noise</p> <p>Be aware of night/ day/ years. Understand what makes: day/ night/ months/ years/ seasons.</p>	<p>To have an inquisitive mind, and seek to ask questions.</p> <p>To be able to investigate areas of interest to them, fairly and methodically.</p> <p>To be able to use their understanding of living things to help them live healthy lives.</p> <p>To use their understanding of living things to care for plants and animals.</p> <p>To understand that different habitats support different ways of life, and different lives.</p> <p>To be responsible citizens with regard to contributing to recycling, and understanding their own impact upon their world.</p> <p>To be able to use their knowledge of materials to source suitable materials for everyday uses, e.g. know metals conduct heat and electricity.</p> <p>Be aware of the dangers and uses of light and sound waves.</p> <p>To understand the effect forces can have on everyday things, e.g. riding a bicycle.</p> <p>To understand how energy is used and produced, and that energy costs financially and in terms of world resources.</p> <p>To be able to accept that people can have different religious beliefs, and live in the same community.</p>

<p>Be aware of energy and forces. Be able to talk about some uses or effects of forces and energy</p> <p>To be aware of religions and that people have different beliefs. To be able to talk about the common religions in Britain, and what that may entail for those believers.</p> <p>To understand some well-known historic events, and be able to recall them. To be able to talk about major, well-known historic events, that are common knowledge for British citizens.</p> <p>To be aware of different countries. To be able to talk about different countries, and what they may be like.</p> <p>To be able to read a basic map. To be able to use a map</p>	<p>To have attained external accreditations which will help them to step up to their desired post-16 courses.</p>
<p><b>Creativity: To be able to express themselves in creative ways; to be able to make choices about their interests, and be able to enjoy the arts.</b></p>	
<p>To use art techniques. To use art techniques to express themselves</p> <p>To choose art methods for tasks. To make 3D structures.</p> <p>To be able to make musical sounds. To be able to make musical tunes.</p> <p>To be able to choose instruments to play for pleasure.</p> <p>To play different instruments.</p> <p>To take part in drama techniques.</p> <p>To choose drama activities to express feelings.</p> <p>To write/ produce a story.</p> <p>To choose what types of drama they like to watch.</p> <p>To take part in drama activities in a group.</p> <p>To use different forms to produce and create a narrative.</p>	<p>To make choices in their favourite types of art and artists.</p> <p>To be able to use craft skills for enjoyment.</p> <p>To be able to use musical instruments for pleasure.</p> <p>To make choices about their favourite types of music.</p> <p>To use drama techniques to express themselves confidently.</p> <p>To visit cinemas and theatres to experience acting/ film.</p> <p>To make choices as to their preferred genre of films/ plays.</p> <p>To be able to express themselves in an art form.</p> <p>To appreciate a variety of artwork.</p>

**Cultural understanding: To be able to take part in their society, as informed citizens, with a desire for democracy and justice.**

- To know that there are different religions and that people have different beliefs, which may lead them to have different views.
- To understand what it is to live in Swindon.
- To understand that there are different countries, and that they have different cultures and language.
- To understand that Britain is a democracy.
- To understand basic laws.
- To be accepting of the beliefs and views of others, and respect their views even when they may disagree.
- To be an active Swindon citizen.
- To be able to match foreign cultures to their countries.
- To be able to discuss British values.
- To be able to understand the need for laws and democracy.
- To be a valued member of society.

**Key stage 5 skills overview**

**By the end of key stage 5 our pupils will be able:**

Transitional	Ready to move on
<p><b>English/ Literacy skills: To be able to use functional literacy skills in order to live independently.</b></p>	
<ul style="list-style-type: none"> <li>To comprehend a range of texts.</li> <li>To be able to read in a variety of formats.</li> <li>To be able to choose and talk about books and authors.</li> <li>To be able to read and understand household letters.</li> <li>To be able to write in a variety of forms.</li> <li>To be able to write to a range of audiences.</li> <li>To be able to use technology in a functional way, such as sending emails.</li> <li>To be able to write coherently, to put a view forward.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to respond to written correspondence.</li> <li>To be able to choose books of interest to read, or listen to.</li> <li>To be able to read, or identify, commonplace signage.</li> <li>To be able to use ICT for enjoyment and necessity.</li> <li>To have a functional level of literacy for their cognitive ability.</li> </ul>



<p>To be able to write lists, e.g. for shopping. To be able to write responses, e.g. to reply to requests.</p>	
<p><b>Communication/ social Skills: To be able to live and work in their community, and be a supportive member of society.</b></p>	
<p>To understand and respond appropriately. To continue conversations. To use a variety of language/ vocabulary. To understand how to adapt language to their audience. To be able to communicate to peers. To be able to communicate to adults. To be able to present balanced views to an audience. To be able to choose and maintain positive relationships. To be aware of sexual relationships, and make healthy choices and positive relationships. To be a supportive friend or peer.</p>	<p>To be able to initiate and maintain conversations with their friends, using any necessary communication aids.  To be able to respond appropriately with a range of audiences.  To be tolerant of the views of others, and be able to put their views forward in an acceptable manner.  To be able to choose positive relationships.  To be a supportive member of their community.</p>
<p><b>Mathematics/ numeracy skills: To be able to use functional numeracy skills to enable them to be as financially independent as possible; to use maths skills and knowledge to support their lifestyles.</b></p>	
<p>To use a range of maths skills in living skills. E.g. using fractions or decimals. To be able to give and receive directional instructions. To be able to use the knowledge of reading time. To be able to organise themselves using time knowledge. To use measures of distance, weights and capacity to estimate needs. To be able to organise their money to the best of their ability to reduce the chance of financial vulnerability.</p>	<p>To be able to use directional language. To be able to use their knowledge of time. To be able to use their knowledge of money. To be able to use their knowledge of measures. To know of ways to keep their money safe, or where to seek advice from.</p>
<p><b>Social, emotional, mental health development: To be able to cope with the stresses of life; to maintain friendships; and develop their own social life in the community.</b></p>	
<p>To be able to express their emotions and feelings in a controlled/ accepted manner.</p>	<p>To know when they need to seek help with their mental health. To know where to get support for their mental health.</p>

<p>To be able to reduce their own anxieties to allow them to be part of their communities.</p> <p>To be able to cope with potentially negative situations. To be able to find ways to limit their negative experiences in their community.</p> <p>To take responsibility for their actions.</p> <p>To be able to take part in different social situations.</p>	<p>To be able to maintain positive relationships.</p> <p>To know what their community can offer them, and make informed choices.</p> <p>To be able to identify negative situations, and understand how to seek support.</p>
<p><b>Personal health and well-being development: To be able to assess risks in life; to be able to make choices based on unbiased information; to care for themselves (to the best of their ability)</b></p>	
<p>To be able to identify and avoid unsafe environments.</p> <p>To be able to make good choices with situations and events.</p> <p>To be understanding of the intentions of others.</p> <p>To be confident to disagree with outside pressures/ peer pressures.</p> <p>To prepare healthy food, and understand the need for a balanced diet.</p> <p>To use social media to keep in touch with friends, safely.</p> <p>To know how to reduce stresses linked to social media usage.</p> <p>To be able to show individuality through choice of attire.</p> <p>To be able to choose their own appropriate personal care routines.</p> <p>To be able to organise household chores, and understand the need for them to be carried out.</p> <p>To be aware of the risks when out and about, and keep safe.</p> <p>To understand how to get help when out and about.</p> <p>To be able to balance their own sensory needs to ensure they can access community events.</p>	<p>To be able to make informed choices which affect their lives.</p> <p>To understand that risks can be taken when all outcomes can be assessed.</p> <p>To be able to look after themselves to the best of their ability.</p> <p>To understand how to keep safe when out and about.</p> <p>To self-regulate their emotions and feelings to enable them to access community events.</p>
<p><b>Independence skills: To be as independent as possible in using community facilities, working and learning.</b></p>	
<p>To be able to travel independently to known places, to the best of their abilities.</p> <p>To use community facilities.</p>	

<p>To access all areas of the community as independently as possible.                  To be able to make choices about their post 18 pathway.                  To be able to offer employment skills to an employer.                  To make an informed choice about their future employment.</p>	
<p><b>Academic skills: To be able to use knowledge in everyday life; to build on their areas of interest; to access further post 18 course (suitable to their cognitive abilities).</b></p>	
<p>To have an inquisitive mind, and seek to ask questions.                  To be able to investigate areas of interest to them, fairly and methodically.                  To be able to use their understanding of living things to help them live healthy lives.                  To use their understanding of living things to care for plants and animals.                  To be responsible citizens with regard to contributing to recycling, and understanding their own impact upon their world.                  Be aware of the dangers and uses of light and sound waves.                  To understand how energy is used and produced, and that energy costs financially and in terms of world resources.                  To be able to accept that people can have different religious beliefs, and live in the same community.                  To have attained external accreditations which will help them to step up to their desired post-18 pathway.</p>	<p>To use knowledge to support their everyday life.                  To develop their interests.                  To gain access to their post 18 courses, where appropriate.</p>
<p><b>Creativity: To be able to use their knowledge of the arts to make informed decisions about their leisure time; to be able to move on to Arts courses or employment (if desired)</b></p>	
<p>To make choices in their favourite types of art and artists.                  To be able to use musical instruments for pleasure.                  To make choices about their favourite types of music.</p>	<p>To have an appreciation or opinion about art.                  To play music or instruments for pleasure if they choose.</p>

To use drama techniques to express themselves confidently.  
 To visit cinemas and theatres to experience acting/ film.  
 To make choices as to their preferred genre of films/ plays.  
 To be able to express themselves in an art form.

To sing or act for pleasure if they choose.

To choose to visit cinemas or theatres.

**Cultural understanding: To be able to take part in their society, as informed citizens, with a desire for democracy and justice.**

To know that there are different religions and that people have different beliefs, which may lead them to have different views.

To understand what it is to live in Swindon.

To understand that there are different countries, and that they have different cultures and language.

To understand that Britain is a democracy.

To understand basic laws.

To be accepting of the beliefs and views of others, and respect their views even when they may disagree.

To be an active Swindon citizen.

To be able to match foreign cultures to their countries.

To be able to discuss British values.

To be able to understand the need for laws and democracy.

To be a valued member of society.