

Programme of Study Building Pathway



The curriculum at First Base Bury St Edmunds

The teaching at the First Base is based on the Nurture Group approach which provides an environment that follows the 6 principles of Nurture. A nurture group is a hybrid of the home & school environment, designed to bring together aspects of the National Curriculum with an SEMH curriculum that addresses the unmet social, emotional and behavioural needs of pupils in the group.

At First Base, our Building Pathway pupils are with us on a dual registered basis. This means our pupils are on site 4 days a week at First Base and work remotely for 1 day a week. First Base is responsible for delivering the full curriculum offer to the pupils while they are registered with us. The placement is expected to last for 19 weeks, which includes a transition period of time, where the pupil builds up the time they will spend in their mainstream school culminating in a return to full-time mainstream education.

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Building Pathway

The purpose of this pathway is to support pupils to succeed in their mainstream school placement. It is a short, early intervention for a pupil who is on roll with a mainstream school and has the potential to be successful but needs an intensive medium-term intervention to enable this. School will already have completed Steps 1 & 2 of the Graduated Response, including consultation with the LA and having accessed specialist services where appropriate.

The 19-week placement includes coverage of all curriculum areas but primarily aims to deliver fundamental knowledge and skills in the key areas of literacy and numeracy through a 4 day on-site Raedwald Trust placement. For the 5th day the pupil will work remotely from home. Pupils will continue to have regular contact with their mainstream school throughout the placement including a robust extended transition period culminating in a return to full-time mainstream education.

Covid 19

Pupils attending First Base continue to be adversely affected by the COVID 19 pandemic. The First Base curriculum strongly reflects the recommendations of the government set out in the guidance for fully opening schools -

*For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (**phonics and reading, increasing vocabulary, writing and mathematics**), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.*

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

Intent

The First Base curriculum is designed to give pupils the academic and social and emotional skills so they can attend a mainstream setting full time.

Our Aims

- to develop and strengthen pupils core skills in English, Maths, Speaking and Listening and Personal and Social.
- to widen their educational experience and enhancing their engagement with learning leading to accelerated academic progress and success in their mainstream school.
- to ensure reading is fundamental to their success in school and is front and centre of our academic offer.

The curriculum at First Base is planned on a thematic basis: each term has four mini topics. All themes are designed to ensure that pupils are able to learn basic skills in a developmental way as well as acquiring and building on knowledge. Using Development Matters and the National Curriculum, the First Base approach has been to prioritise development and acquisition of knowledge in English, maths and science within a creative and physical curriculum delivered to support the pupils emotional and social development needs, all of which makes them less vulnerable to exclusion.



We recognise that pupils are in a dual placement with their mainstream school. First Base works closely in partnership with individual pupils' mainstream schools to ensure they are kept up to date with the progress the pupil is making, as well as keeping them informed as to the wider curriculum coverage.

Implementation

At First Base we support pupils in the form of a Nurture Group. This is underpinned by 6 principles.

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of well being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives.

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The core curriculum is delivered through structured indoor and outdoor play, adult led activities and pupil led experiences and is based on the EYFS and National Curriculum. All curriculum areas are covered in the Building Pathway.

Pupils working within EYFS will be taught and assessed in the areas of

Personal, Social and Emotional Development

Communication and Language

Literacy

Mathematics

Physical development

Pupils working at KS1 will be taught and assessed in the following areas

Phonics

Reading

Writing

Maths

PSHE

Scientific

RE

History/Geography

Art

DT

PE

To enhance our teaching, we use a wide range of resources including, letters and sounds, White Rose maths, Pie Corbett reading spine and talk for writing, to support both the development of skills and acquisition of knowledge, within the EYFS and National Curriculum.

Every pupil at First Base has an individual learning plan. This ensures all pupils have a bespoke plan for their learning development linked to the appropriate National Expectations.

Children are assessed on specific learning outcomes. In all our assessments we retain a sharp focus on the core skills in Reading, Writing and Maths.

Staff meet regularly to discuss individual pupil progress in both behaviour and academic areas. Assessments are shared between First Base and the pupil's home school and parents. The pupil's home school undertakes all statutory assessments and we support the home school by providing evidence if required.

We work closely with parents to develop opportunities to support their child's education, both through coming into the centre to work alongside their child, and through their child's Keyworker. The Keyworker and Nurture Group teacher liaise weekly (more often if necessary) with parents and schools to support pupil progress.



SEN

For pupils whose learning profile raises questions around SEN; assessments and a profile are created to provide evidence to decide whether a pupil will need the extra support of an EHCP. We always work with the home school SENCo to submit an EHCNA where we agree it is appropriate. See SEND offer

SEMH

Every pupil at First Base has individually identified SEMH needs which are broken down into “Next Steps” to show the individual path for each pupil. Staff work with the mainstream school class teacher and use the Boxall Profile to create a baseline of the pupil’s current position, and to give indicators of where the focus of support would be best targeted.

Impact

Our primary aim is for each pupil to be in full-time mainstream education. When a pupil reaches the end of their time at First Base, their needs are assessed again and a Completion Report is created to support the pupil’s transition back into a mainstream school.

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ENGLISH – Word Reading (Phonics)		
ELG/Rec	Y1	Y2
<p>Use Phonic Knowledge to decode regular words and read them aloud accurately. (ELG)</p> <p>Read some common irregular words (ELG)</p>	Apply Phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	Respond speedily with the correct sound to graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	
	Read common exception words.	Read further common exception words.
	Read words containing taught GPCs .	Read words containing taught GPCs and s, es, ing, ed, er and est endings.
	Read words of more than one syllable.	Read accurately words of two or more syllables that contain taught GPCs.
	Read words with contractions begin understand the apostrophe is the missing letter.	Read words with contractions, begin to understand the apostrophe is the missing letter.
	Begins to read words quickly with some accuracy.	Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Reread these books to build up their fluency and confidence in word reading.	Reread these books to build up their fluency and confidence in word reading.
	Begin to read words containing common suffixes.	Read words containing common suffixes.



ENGLISH – Reading Comprehension		
ELG/Rec	Y1	Y2
<p>Pupils can read and understand simple sentences. They use phonic knowledge to decode words and read them aloud accurately.</p> <p>Can read some common irregular words.</p>	Develop a pleasure in reading , motivation to read and understanding by	
	Listening and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Being encouraged to link what they read or hear read to their own experiences.	Can link what they read or hear read to their own experiences.
	Understands the sequences of events in books and how items of information are related.	Discussing a sequences of events in books and how items of information are related.
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
	Recognising and joining in with predictable phrases.	Recognising simple recurring literary language in stories and poems.
	Has a favourite word or phrase.	Discussing their favourite words and phrases
	Learning to appreciate rhymes and poems and recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
	Looks at non-fiction books.	Being introduced to non-fiction book that are structured in a different way.
	Discussing word meanings linking new meanings to those already known	Discussing and clarifying the meaning of words linking new meanings to known vocabulary.
<p>Read and understand simple sentences.</p> <p>Demonstrate an understanding when talking about what they have read.</p>	Understand both the books they can already read accurately and fluently and those they listen to by	
	Drawing on what they already know or on background information and vocab provided by the teacher.	Drawing on what they already know or on background information and vocab provided by the teacher.
	Checking the text makes sense to them as they read and correcting inaccurate reading.	Checking the text makes sense to them as they read and correcting inaccurate reading.



	Discussing the significance of the title and events.	
	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done
	Predicting what might happen on the basis of what is being said so far	Predicting what might happen on the basis of what is being said so far
	Participate in discussion about what is being read to them, taking turns and listening to what others say,	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what other say.
	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material both those that they listen to and those they can read for themselves.

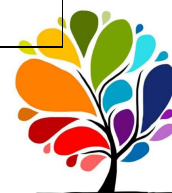
ENGLISH – Spoken Language	
ELG/Rec	KS1
<p>Pupils express themselves effectively, showing awareness of listeners needs. They use past present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas and events.</p>	Listen and respond appropriately to adults and their peers. (P4C)
	Ask relevant questions to extend their understanding and build vocabulary and knowledge. (P4C)
	Use relevant strategies to build their vocabulary.
	Articulate and justify answers, arguments and opinions (P4C)
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (P4C)
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas.
	Speak audibly and fluently with an increasing command of Standard English.
	Participate in discussions, presentations, performances, role play, improvisations and debates
	Gain, maintain and monitor the interest of the listener(s).
	Select and use appropriate registers for effective communication.



ENGLISH – Handwriting		
ELG/Rec	Y1	Y2
Handle tools with increasing control Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Handle tools effectively Hold paper in position and use correct pencil grip	Hold a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form digits 0-9	Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another

ENGLISH – Spelling		
ELG/Rec	Y1	Y2
Use phonic knowledge to write words in ways which match spoken sounds (ELG)	Spell words containing each of the 40+ phoneme taught	Spell by segmenting words into phonemes and representing these by graphemes spelling many correctly.
Some words are spelt correctly, and others are phonetically plausible. (ELG)	Spell common exception words	Spell common exception words
Write some common irregular words. (ELG)	Name the letters of the alphabet Name in order	Use letter names to distinguish between alternative spelling of the same sound.

ENGLISH – Punctuation & Grammar		
ELG/Rec	Y1	Y2
Write simple sentences that can be read by themselves and others.	Sentences structure- How words can combine to make sentences	Subordination – when, it, that, because. Coordination – or, and, but
	Joining words and sentences using and.	Use expanded noun phrases.
	Sequence sentences to form short narratives	Sequence sentences to form short narratives
	Separation of words with spaces	Separation of words with spaces



	Introduction of full stops, question marks, and exclamation marks	Use full stops, question marks, and exclamation marks to demarcate sentences.
	Use capital letters for names and personal pronoun I	Use capital letters at the beginning of sentences, names, and personal pronoun.

ENGLISH – Composition

ELG/Rec	Y1	Y2
Write simple sentences that can be read by themselves and others.	Say out loud what they are going to write about.	Plan or say out loud what they are going to write about.
	Compose a sentence orally before writing it.	
	Sequence sentences to form short narratives.	Encapsulate what they want to say sentence by sentence.

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MATHS – Number & Place Value

ELG/Rec	Y1	Y2
Count reliably with numbers from 1-20	Count to and access across 100, forwards and backwards, beginning with 0 or 1, or from only given number	Count to and access across 100, forwards and backwards, any given number
	Count in multiples including 2s, 5s and 10s	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards
	Given a number, identify 1 more and 1 less	Given a number, identify 1 more and 1 less 10 more, 10 less
Say which is 1 more or 1 less from a given number (to 20)	Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	Identify, represent and estimate numbers using different representations, including the number line
	Read and write numbers to 100 in numerals Read and write numbers from 1-20 in numerals and words	Read and write numbers to at least 100 in numerals and in words
	Compare and order numbers from 0 up to 20 use <, > and = signs	Compare and order numbers from 0 up to 100: use <, > and = signs
Order numbers 1-20		



	Recognise the place value of each digit in a 2-digit number up to 20	Recognise the place value of each digit in a 2-digit number
	Use place value and number facts to solve one step problems	Use place value and number facts to solve problems

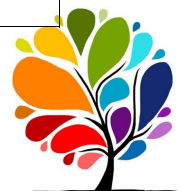
MATHS – Addition & Subtraction		
ELG/Rec	Y1	Y2
Add and subtract two single digit numbers (ELG) Count on or back to find the answer (ELG)	Read, write and interpret mathematical statements involving +, -, = signs	Read, write and interpret mathematical statements involving +, -, = signs
	Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods
	Add and subtract 1 digit and 2-digit numbers to 20, including zero	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - 2-digit no and ones - 2-digit no and tens - Two 2-digit numbers - Adding 3 1-digit numbers
	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	Begin to recognise and use the inverse relationship between addition and subtraction.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems



MATHS – Fractions		
ELG/Rec	Y1	Y2
Solve problems including doubling halving and sharing	Recognise and name a half as one of two equal parts of an objects, shape or quantity	Recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ or a length, shape or set of objects or quantity.
	Recognise and name a quarter as one of four equal parts of an objects, shape or quantity	Write simple fractions and equivalence.

MATHS – Geometry		
ELG/Rec	Y1	Y2
Explore the everyday characteristics of objects and shapes and uses mathematical language to describe them.	Recognise and name common 2D and 3D shapes	Identify and describe properties' of 2D shapes
		Identify and describe properties of 2D shapes
		Identify 2D shapes on the surface of 3D shapes.
		Compare and sort common 2D and 3D shapes and everyday objects.
Recognise, recreate and describe patterns		Order and arrange combinations of mathematical objects in patterns and sequences
	Describe position, directions and movement, including half and quarter turns	Use Mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotations a turn and in terms of right angles for quarter and three quarter turns.

MATHS – Measurement		
ELG/Rec	Y1	Y2
Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. ELG	Compare and describe and solve practical problems for Lengths and heights Mass/Weight Capacity and Volume Time	Choose and use the appropriate standard units to estimate and measure Lengths and heights in any direction m/cm Mass/Weight kg/g Temperature C Capacity and Volume l/ml



		To the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.
	Measure and begin to record Lengths and heights Mass/Weight Capacity and Volume Time	Compare and order lengths, mass, volume and capacity and record the results using $<$ and $=$
	Recognise and know the value of each denomination or coins or notes	Recognise and use symbols for pounds and pence combine to make a particular value
		Find different combinations of coins that make the same value
		Solve problems in a practical context involving addition and subtraction of money of the same unit including giving change.
	Sequence events in chronological order using relevant language such as before, after and today.	Compare and sequence intervals of time.
	Recognise and use language relating to dates- including days of the week.	Tell and write the time to 5 mins including quarter to and quarter past. Draw the hands on the clock face to show times.
	Tell the time to the hour and half past. Draw the hands on the clock	

MATHS – Multiplication & Division

ELG/Rec	Y1	Y2
Can solve problems including doubling, halving and sharing.	Can solve problems involving multiplication and sharing through use of concrete objects and pictorial representations	Recall and use multiplication and division facts for the 2, 5, 10 tables , including recognising odd and even numbers
	Use arrays to show mathematical statements for multiplication and division.	Calculate the mathematical statements for multiplication and division within the multiplication tables, and write them using \times , \div , $=$ signs
	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot



	Solve problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations, arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts including problems in contexts
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MATHS – Statistics		
ELG/Rec	Y1	Y2
		Interpret and construct simple pictograms, tally charts, block diagrams, simple tables.
		Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity.

SCIENCE – Animals, including Humans		
ELG/Rec	Y1	Y2
Knows about similarities and differences in relation to living things.	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Can make observations of living things and explain why some things occur.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
	Describe and compare the structure of a variety of common animals(fish, amphibians, reptiles, birds and mammals including pets.	

SCIENCE – Working Scientifically	
ELG/Rec	Y1 & Y2
Knows about similarities and differences in relation to places	Observing closely, using simple equipment
	Performing simple tests



objects, materials and living things.	Identifying and classifying
	Pupils should read and use (speak) scientific vocabulary of a level consistent with their increasing word knowledge at key stage 1

SCIENCE Living things and their habitats

Y2

Explore and compare the differences between things that are ,living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other.

Identify and name a variety of plants and animals in their habitats including micro habitats.

Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food.

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SCIENCE – Everyday Materials

ELG/Rec	Y1	Y2
Knows about similarities and differences in relation to materials.	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rocks Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their similar physical properties 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

SCIENCE – Plants

ELG/Rec	Y1	Y2
Can make observations of plants and explain why some things occur.	Identify and name a variety of common wild and garden plants , including deciduous and evergreen trees	Observe and describe how seeds and bulbs grow into mature plants.
Can talk about changes.		



	Identify and describe the basic structure of a variety of common flowering plants including trees	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
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SCIENCE – Seasonal Changes

ELG/Rec	Y1
Knows about similarities and differences in relation to places objects, materials and living things.	Observe changes across the four seasons
	Observe and describe weather associated with the four seasons and how the length of the day varies.

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PE

ELG/Rec	Y1	Y2
Travels with confidence and skill around climbing equipment Jumps off an object and lands appropriately Shows increasing control when throwing catching and kicking Shows good control and co-ordination in large and small movements	Master basic movements including running, jumping, throwing and catching Develop balance, agility and co-ordination Participate in team games Develop simple tactics for attacking and defending Perform dances using simple movement patterns	

ART

ELG/Rec	Y1	Y2
Can use what they have learnt about media and materials in original ways, thinking about use and purposes. They represent their ideas through art. They experiment with colour, design, texture, form and function.	To use a range of materials creatively to design and make products.	To use a range of materials creatively to design, and evaluate products.
	To use painting, drawing and sculpture to develop and share their ideas, experiences and imagination.	To choose painting, drawing or sculpture share their ideas, experiences and imagination.
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
	To learn about the work of a range of artists, craft makers and designers.	To describe differences and similarities between different practices and disciplines and making links with their own work.



MUSIC		
ELG/Rec	Y1	Y2
Can sing songs, make music and dance and experiment with ways of changing them.	Use voices expressively and creatively by singing songs and speaking chants and rhymes.	To sing some songs and chants from memory.
	Listen with concentration to a range of high quality music.	Listen with concentration and understanding to a range of high quality music.
	Play tuned and un-tuned instruments musically.	Experiment with, create, select, and combine sounds using the inter related dimensions of music.

Computing		
ELG/Rec	Y1	Y2
<ul style="list-style-type: none"> To know how to operate simple equipment. To show an interest in technological toys with knobs or pulleys, or real objects. • To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. To know that information can be retrieved from computers the World To complete a simple program on a computer. To interact with age-appropriate computer software. To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes. 	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs



ELG/Rec	Y1	Y2
<ul style="list-style-type: none"> • To use simple tools to effect changes to materials. • To handle tools, objects, construction and malleable materials safely and with increasing control. • To show understanding of the need for safety when tackling new challenges and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To practise some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • explore and evaluate a range of existing products build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate their ideas and products against design criteria • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

D & T – Cooking and Nutrition

ELG/Rec	KS1
They know the importance for good health of physical exercise and a healthy diet.	To use the basic principles of a healthy and varied diet to prepare dishes.
	To understand where food comes from.

Geography

Early Years/Reception	Y1	Y2
Respond to new experiences that you bring to their attention. (Examples: exploring their local area, keeping a record of the weather and comparing it to the weather in the arctic)	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Locational knowledge *name and locate the world's seven continents and five oceans *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography	



	<p>*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>*use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <p>*use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>*use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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History		
Early Years/Reception	Y1	Y2
<p>Respond to new experiences that you bring to their attention</p> <p>(Examples: Take children to new places, like a local theatre, a museum, a National Trust heritage site, a fire station, a farm or an elderly people's home)</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	

