Learning@Silverdale

Being ready for the next stage of education, training or employment

2022 - 2023

Whole Curriculum Overview

Primary Core Curriculum
Early Years,
Key Stage 1 and Key Stage 2

The following information outlines the key concepts pupils working through the Silverdale Academic Curriculum are expected to learn before they are ready to move onto the next stage of learning. It is broken down into year groups for the core subjects, English; reading and writing, Maths, Science and Computing.

The Curriculum@Silverdale document shows how this is broken down into a plan for each term and how long students will be working on each concept or topic within subject areas.

Progression in the core subjects - Primary aged learning

Primary Aged Progression in Reading at Silverdale		
If children do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Year Group:	**We expect the majority of pupils to be able to do the following:**	
Nursery Curriculum	Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. Listen to and joins in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Suggest how the story might end. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look at books independently. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turns pages. Know that print carries meaning and, in English, is read from left to right and top to bottom. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 30 to 50 months skill set.)*	**Prepare** **Know**
Reception Curriculum	Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and knows which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 40 to 60 months skill set.)*	**Prepare** **Know** **Understand**
Year 1 Curriculum	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, 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, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart, discussing word meanings, linking new meanings to those already known. 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 vocabulary provided by the teacher, checking that 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, predicting what might happen on the basis of what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of reading-comprehension above)*	**Prepare** **Know** **Understand** **Apply**

Year 2 Curriculum	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, discussing the sequence of events in books and how items of information are related, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, being introduced to non-fiction books that are structured in different ways, recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary, discussing their favourite words and phrases, continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading, making inferences on the basis of what is being said and done, answering and asking questions, predicting what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of reading-comprehension above)*	**Prepare** **Know** **Understand** **Apply**
Year 3 Curriculum And Year 4 Curriculum	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, using dictionaries to check the meaning of words that they have read, increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally, identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader's interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry]. Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of reading-comprehension above)*	**Prepare** **Know** **Understand** **Apply** **Analyse**
Year 5 Curriculum	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern	**Prepare** **Know** **Understand**

and Year 6 Curriculum	fiction, fiction from our literary heritage, and books from other cultures and traditions, recommending books that they have read to their peers, giving reasons for their choices, identifying and discussing themes and conventions in and across a wide range of writing, making comparisons within and across books, learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, identifying how language, structure and presentation contribute to meaning, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, distinguish between statements of fact and opinion, retrieve, record and present information from non-fiction, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary, provide reasoned justifications for their views. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of reading-comprehension above)*	**Apply** **Analyse**

Primary Aged Progression in Writing at Silverdale		
If children do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Year Group:	**We expect the majority of pupils to be able to do the following:**	
Nursery Curriculum	Sometimes give meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 30 to 50 months skill set.)*	**Prepare** **Know**
Reception Curriculum	Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 40 to 60 months skill set.)*	**Prepare** **Know** **Understand**
Year 1 Curriculum	Write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of writing - comprehension above)*	**Prepare** **Know** **Understand** **Apply**
Year 2 Curriculum	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes. Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly], read aloud what they have written with appropriate intonation to make the meaning clear. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of writing-comprehension above)*	**Prepare** **Know** **Understand** **Apply**

Year 3 Curriculum and Year 4 Curriculum	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas. Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of writing-comprehension above)*	**Prepare** **Know** **Understand** **Apply** **Analyse**
Year 5 Curriculum and Year 6 Curriculum	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Evaluate and edit by: assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. *(Please see English programmes of study Key Stages 1 and 2, DfE, National Curriculum in England for further details; summary of writing-comprehension above)*	**Prepare** **Know** **Understand** **Apply** **Analyse**

Primary Aged Progression in Maths at Silverdale		
If children do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Year Group:	**We expect the majority of pupils to be able to do the following:**	
Nursery Curriculum	Use some number names and number language spontaneously. Use some number names accurately in play. Recite numbers in order to 10. Know that numbers identify how many objects are in a set. Begin to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects, saying when they have the same number. Show an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Show an interest in numerals in the environment. Show an interest in representing numbers. Realise not only objects, but anything can be counted, including steps, claps or jumps. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 30 to 50 months skill set.)*	**Prepare** **Know**
Reception Curriculum	Recognise some numerals of personal significance. Recognise numerals 1 to 5. Count up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Count objects to 10, and beginning to count beyond 10. Count out up to six objects from a larger group. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimate how many objects they can see and checks by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. Begin to identify own mathematical problems based on own interests and fascinations. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 40 to 60 months skill set.)*	**Prepare** **Know** **Understand**

Year 1 Curriculum	**Number – number and place value**: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number, count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens, given a number, identify one more and one less, identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least, read and write numbers from 1 to 20 in numerals and words. **Number – addition and subtraction**: read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs, represent and use number bonds and related subtraction facts within 20, add and subtract one-digit and two-digit numbers to 20, including zero, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. **Number – multiplication and division**: solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Number – fractions**: recognise, find and name a half as one of two equal parts of an object, shape or quantity, recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Measurement**: compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter], time [for example, quicker, slower, earlier, later], measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), recognise and know the value of different denominations of coins and notes, sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening], recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and draw the hands on a clock face to show these times. **Geometry – properties of shapes**: recognise and name common 2-D and 3-D shapes, including:2-D shapes [for example, rectangles (including squares), circles and triangles], 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Geometry – position and direction**: describe position, direction and movement, including whole, half, quarter and three quarter turns.	**Prepare** **Know** **Understand** **Apply**
Year 2 Curriculum	**Number – number and place value**: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward, recognise the place value of each digit in a two-digit number (tens, ones), identify, represent and estimate numbers using different representations, including the number line, compare and order numbers from 0 up to 100; use and = signs, read and write numbers to at least 100 in numerals and in words, use place value and number facts to solve problems. **Number – addition and subtraction**: 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, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers, show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	**Prepare** **Know** **Understand** **Apply**

	Number – multiplication and division: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs, 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, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Number - fractions**: recognise, find, name and write fractions 1/3, 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity, write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 . **Measurement**: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels, compare and order lengths, mass, volume/capacity and record the results using >, < and =, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change, compare and sequence intervals of time, tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times, know the number of minutes in an hour and the number of hours in a day. **Geometry – property of shapes**: identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces, identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid], compare and sort common 2-D and 3-D shapes and everyday objects. **Geometry – position and direction**: order and arrange combinations of mathematical objects in patterns and sequences, use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). **Statistics**: interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, ask and answer questions about totalling and comparing categorical data.	

Year 3 Curriculum	**Number – number and place value**: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number, recognise the place value of each digit in a three-digit number (hundreds, tens, ones), compare and order numbers up to 1000, identify, represent and estimate numbers using different representations, read and write numbers up to 1000 in numerals and in words, solve number problems and practical problems involving these ideas. Number – addition and subtraction: add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds, add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction, estimate the answer to a calculation and use inverse operations to check answers, solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Number – multiplication and division: recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables, write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods, solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Number – fractions: count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10, recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, recognise and show, using diagrams, equivalent fractions with small denominators, add and subtract fractions with the same denominator within one whole [for example, 5/7+ 1/7 = 6/7], compare and order unit fractions, and fractions with the same denominators, solve problems that involve all of the above. Measurement: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), measure the perimeter of simple 2-D shapes, add and subtract amounts of money to give change, using both £ and p in practical contexts, tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks, estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight, know the number of seconds in a minute and the number of days in each month, year and leap year, compare durations of events [for example to calculate the time taken by particular events or tasks]. Geometry – properties of shapes: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them, recognise angles as a property of shape or a description of a turn, identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle, identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Statistics: interpret and present data using bar charts, pictograms and tables, solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	**Prepare** **Know** **Understand** **Apply** **Analyse**

Year 4 Curriculum	**Number – number and place value**: count in multiples of 6, 7, 9, 25 and 1000, find 1000 more or less than a given number, count backwards through zero to include negative numbers, recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones), order and compare numbers beyond 1000, identify, represent and estimate numbers using different representations, round any number to the nearest 10, 100 or 1000, solve number and practical problems that involve all of the above and with increasingly large positive numbers, read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Number – addition and subtraction**: add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, estimate and use inverse operations to check answers to a calculation, solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Number – multiplication and division**: recall multiplication and division facts for multiplication tables up to 12 × 12, use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers, recognise and use factor pairs and commutativity in mental calculations, multiply two-digit and three-digit numbers by a one-digit number using formal written layout, solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Number – fractions (including decimals):** recognise and show, using diagrams, families of common equivalent fractions, count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number, add and subtract fractions with the same denominator, recognise and write decimal equivalents of any number of tenths or hundredths, recognise and write decimal equivalents to 1/4 , 1/2 , ¾, find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths, round decimals with one decimal place to the nearest whole number, compare numbers with the same number of decimal places up to two decimal places, solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement**: Convert between different units of measure [for example, kilometre to metre; hour to minute], measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres, find the area of rectilinear shapes by counting squares, estimate, compare and calculate different measures, including money in pounds and pence, read, write and convert time between analogue and digital 12- and 24-hour clocks, solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Geometry – properties of shapes**: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes, identify acute and obtuse angles and compare and order angles up to two right angles by size, identify lines of symmetry in 2-D shapes presented in different orientations, complete a simple symmetric figure with respect to a specific line of symmetry.	**Prepare** **Know** **Understand** **Apply** **Analyse**

	Geometry – position and direction: describe positions on a 2-D grid as coordinates in the first quadrant, describe movements between positions as translations of a given unit to the left/right and up/down, plot specified points and draw sides to complete a given polygon. **Statistics**: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
Year 5 Curriculum	**Number – number and place value**: read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit, count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000, interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero, round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000, solve number problems and practical problems that involve all of the above, read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number – addition and subtraction**: add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction), add and subtract numbers mentally with increasingly large numbers, use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy, solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Number – multiplication and division**: identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers, know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers, establish whether a number up to 100 is prime and recall prime numbers up to 19, multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers, multiply and divide numbers mentally drawing upon known facts, divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context, multiply and divide whole numbers and those involving decimals by 10, 100 and 1000, recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3), solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes, solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign, solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number – fractions (including decimals and percentages)**: compare and order fractions whose denominators are all multiples of the same number, identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths, recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5], add and subtract fractions with the same denominator and denominators that are multiples of the same number, multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams, read and write decimal numbers as fractions [for example, 0.71 = 100 71], recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents, round decimals with two decimal places to the nearest whole number and to one decimal place, read, write, order and compare numbers with up to three decimal places, solve problems involving number up to three decimal places, recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a	**Prepare** **Know** **Understand** **Apply** **Analyse**

	fraction with denominator 100, and as a decimal, solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5, 4/5and those fractions with a denominator of a multiple of 10 or 25. **Measurement**: convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre), understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints, measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres, calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes, estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water], solve problems involving converting between units of time, use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Geometry – properties of shapes**: identify 3-D shapes, including cubes and other cuboids, from 2-D representations, know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles, draw given angles, and measure them in degrees (o), identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and 2 1 a turn (total 180o, other multiples of 90o, use the properties of rectangles to deduce related facts and find missing lengths and angles, distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry – position and direction**: identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics**: solve comparison, sum and difference problems using information presented in a line graph, complete, read and interpret information in tables, including timetables.	
Year 6 Curriculum	**Number – number and place value**: read, write, order and compare numbers up to 10 000 000 and determine the value of each digit, round any whole number to a required degree of accuracy, use negative numbers in context, and calculate intervals across zero, solve number and practical problems that involve all of the above. **Number – addition, subtraction, multiplication and division**: multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication, divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context, divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context, perform mental calculations, including with mixed operations and large numbers, identify common factors, common multiples and prime numbers, use their knowledge of the order of operations to carry out calculations involving the four operations, solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why, solve problems involving addition, subtraction, multiplication and division, use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Number – fractions (including decimals and percentages)**: use common factors to simplify fractions; use common multiples to express fractions in the same denomination, compare and order fractions, including fractions > 1, add and subtract fractions with	**Prepare** **Know** **Understand** **Apply** **Analyse**

	different denominators and mixed numbers, using the concept of equivalent fractions, multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × ½ = 1/8], divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6], associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8], identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places, multiply one-digit numbers with up to two decimal places by whole numbers, use written division methods in cases where the answer has up to two decimal places, solve problems which require answers to be rounded to specified degrees of accuracy, recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Ratios and proportion**: solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts, solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison, solve problems involving similar shapes where the scale factor is known or can be found, solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Algebra**: use simple formulae, generate and describe linear number sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns, enumerate possibilities of combinations of two variables. **Measurement**: solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate, use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places, convert between miles and kilometres, recognise that shapes with the same areas can have different perimeters and vice versa, recognise when it is possible to use formulae for area and volume of shapes, calculate the area of parallelograms and triangles, calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. **Geometry – properties of shapes**: draw 2-D shapes using given dimensions and angles, recognise, describe and build simple 3-D shapes, including making nets, compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius, recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Geometry - position and direction**: describe positions on the full coordinate grid (all four quadrants), draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Statistics**: interpret and construct pie charts and line graphs and use these to solve problems, calculate and interpret the mean as an average.	

Primary Aged Progression in Science at Silverdale		
If children do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Year Group:	**We expect the majority of pupils to be able to do the following:**	
Nursery Curriculum	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talk about some of the things they have observed such as plants, animals, natural and found objects. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 30 to 50 months skill set.)*	**Prepare** **Know**
Reception Curriculum	Looks closely at similarities, differences, patterns and change. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 40 to 60 months skill set.)*	**Prepare** **Know** **Understand**
Year 1 and Year 2 skills	**Working scientifically:** asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.	**Prepare** **Know** **Understand** **Apply**
Year 1 Curriculum	**Plants:** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals, including** humans: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals**,** identify and name a variety of common animals that are carnivores, herbivores and omnivores**,** describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)**,** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday materials**: 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 rock, 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 simple physical properties. **Seasonal changers**: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.	**Prepare** **Know** **Understand** **Apply**
Year 2 Curriculum	**Living things and their habitats:** 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 for 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 microhabitats, 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. **Plants**: observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Prepare** **Know** **Understand** **Apply**

	Animals, including humans: 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), describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Uses of everyday materials**: 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.	
Year 3 and Year 4 skills	**Working scientifically:** asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings.	**Prepare** **Know** **Understand** **Apply** **Analyse**
Year 3 Curriculum	**Plants**: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals, including humans:** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Rocks**: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter. **Light**: recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change. **Forces and magnets**: compare how things move on different surfaces, notice that some forces need contact between 2 objects, but magnetic forces can act at a distance, observe how magnets attract or repel each other and attract some materials and not others, compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials, describe magnets as having 2 poles, predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	**Prepare** **Know** **Understand** **Apply** **Analyse**

Year 4 Curriculum	**Living things and their habitats:** recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things. **Animals, including humans:** describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey. **States of matter:** compare and group materials together, according to whether they are solids, liquids or gases, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C), identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound:** identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases. **Electricity:** identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors.	**Prepare** **Know** **Understand** **Apply** **Analyse**
Year 5 and Year 6 skills	**Working scientifically:** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations, identifying scientific evidence that has been used to support or refute ideas or arguments.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate**
Year 5 Curriculum	**Living things and their habitats:** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals. **Animals, including humans:** describe the changes as humans develop to old age. **Properties and changes of materials:** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving,	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate**

	mixing and changes of state are reversible changes, explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and space:** describe the movement of the Earth and other planets relative to the sun in the solar system, describe the movement of the moon relative to the Earth, describe the sun, Earth and moon as approximately spherical bodies, use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces:** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, identify the effects of air resistance, water resistance and friction, that act between moving surfaces, recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
Year 6 Curriculum	**Living things and their habitats:** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics. **Animals, including humans:** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and inheritance:** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light:** recognise that light appears to travel in straight lines, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes, use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity:** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches, use recognised symbols when representing a simple circuit in a diagram.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate**

Primary Aged Progression in Computing at Silverdale		
If children do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage:	**We expect the majority of pupils to be able to do the following:**	
Nursery Curriculum	Know how to operate simple equipment. Show an interest in technological toys with knobs or pulleys, or real objects. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Know that information can be retrieved from computers. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 30 to 50 months skill set.)*	**Prepare** **Know**
Reception Curriculum	Complete a simple program on a computer. Interact with age-appropriate computer software. *(There are other stages of learning before this which would be taught if needed, this list of skills comes from 40 to 60 months skill set.)*	**Prepare** **Know** **Understand**
Year 1 and Year 2 Curriculum	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, 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.	**Prepare** **Know** **Understand** **Apply**
Year 3, Year 4, Year 5 and Year 6 Curriculum	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs, understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration, use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information, use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS3 Core Curriculum
Year 7, Year 8 and Year 9

The following information outlines the key concepts students working through the Silverdale Academic Curriculum are expected to learn before they are ready to move onto the next stage of learning. It is broken down into the Key Stage elements for the core subjects, English; reading and writing, Maths, Science and ICT.

The Curriculum@Silverdale document shows how this is broken down into a plan for each term and how long students will be working on each concept or topic within subject areas.

Progression in the core subjects – KS3 aged learning

KS3 Aged Progression in English at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage 3 subject area:	**We expect the majority of students to be able to do the following:**	
Reading	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. Understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense. Read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts - studying a range of authors, including at least two authors in depth each year.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Writing	Write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Grammar and Vocabulary	Consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	**Prepare** **Know** **Understand** **Apply** **Create**
Spoken English	Speak confidently and effectively, including through: - using Standard English confidently in a range of formal and informal contexts, including classroom discussion - giving short speeches and presentations, expressing their own ideas and keeping to the point - participating in formal debates and structured discussions, summarising and/or building on what has been said - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS3 Progression in Maths at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
KS3 :	**We expect the majority of students to be able to do the following:**	
KS3 Skills	**Working mathematically** **Develop fluency** Consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. Select and use appropriate calculation strategies to solve increasingly complex problems. Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships. Substitute values in expressions, rearrange and simplify expressions, and solve equations. Move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]. Develop algebraic and graphical fluency, including understanding linear and simple quadratic functions. Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics. **Reason mathematically** Extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations. Extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically. Identify variables and express relations between variables algebraically and graphically. Make and test conjectures about patterns and relationships; look for proofs or counterexamples. Begin to reason deductively in geometry, number and algebra, including using geometrical constructions. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. Explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally. **Solve problems** Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems . Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics. Begin to model situations mathematically and express the results using a range of formal mathematical representations. Select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Number	Understand and use place value for decimals, measures and integers of any size. Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠ , ≤, ≥. Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals. Recognise and use relationships between operations including inverse operations. Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations. Interpret and compare numbers in standard form A x 10n 1≤A, where n is a positive or negative integer or zero. Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 and 3/8).. Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%. Interpret fractions and percentages as operators. Use standard units of mass, length, time, money and other measures, including with decimal quantities. Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]. Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation a<x≤b. Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. Appreciate the infinite nature of the sets of integers, real and rational numbers.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Algebra	Use and interpret algebraic notation, including: - ab in place of a × b - 3y in place of y + y + y and 3 × y - a2 in place of a × a, a3 in place of a × a × a; a2 b in place of a × a × b - b a in place of a ÷ b - coefficients written as fractions rather than as decimals - brackets Substitute numerical values into formulae and expressions, including scientific formulae. Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors. Simplify and manipulate algebraic expressions to maintain equivalence by: - collecting like terms	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	- multiplying a single term over a bracket - taking out common factors - expanding products of two or more binomials Understand and use standard mathematical formulae; rearrange formulae to change the subject. Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). Work with coordinates in all four quadrants. Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane. Interpret mathematical relationships both algebraically and graphically. Reduce a given linear equation in two variables to the standard form y = mx + c; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically. Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations. Find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs. Generate terms of a sequence from either a term-to-term or a position-to-term rule. Recognise arithmetic sequences and find the nth term. Recognise geometric sequences and appreciate other sequences that arise.	
Ratio, proportion and rates of change	Change freely between related standard units [for example time, length, area, volume/capacity, mass]. Use scale factors, scale diagrams and maps. Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1 Use ratio notation, including reduction to simplest form. Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio. Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions. Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics. Solve problems involving direct and inverse proportion, including graphical and algebraic representations. Use compound units such as speed, unit pricing and density to solve problems.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Geometry and measures	Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders.) Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes. Draw and measure line segments and angles in geometric figures, including interpreting scale drawings. Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line. Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric. Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies. Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures. Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids. Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. Understand and use the relationship between parallel lines and alternate and corresponding angles. Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons. Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs. Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles. Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D. Interpret mathematical relationships both algebraically and geometrically.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Probability	Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale. Understand that the probabilities of all possible outcomes sum to 1. Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Statistics	Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers). Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data. Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS3 Progression in Science at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage:	**We expect the majority of students to be able to do the following:**	
KS3 skills	**Working scientifically** **Scientific attitudes:** pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility, understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review, evaluate risks. **Experimental skills and investigations:** ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience, make predictions using scientific knowledge and understanding, select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety, make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements, apply sampling techniques. **Analysis and evaluation:** apply mathematical concepts and calculate results, present observations and data using appropriate methods, including tables and graphs, interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions, present reasoned explanations, including explaining data in relation to predictions and hypotheses, evaluate data, showing awareness of potential sources of random and systematic error, identify further questions arising from their results. **Measurement:** understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature, use and derive simple equations and carry out appropriate calculations, undertake basic data analysis including simple statistical techniques.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Biology Curriculum	**Structure and function of living organisms** **Cells and organisation:** cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope, the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts, the similarities and differences between plant and animal cells, the role of diffusion in the movement of materials in and between cells, the structural adaptations of some unicellular organisms, the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. **The skeletal and muscular systems:** the structure and functions of the human skeleton, to include support, protection, movement and making blood cells, biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles, the function of muscles and examples of antagonistic muscles. **Nutrition and digestion:** the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed, calculations of energy requirements in a healthy daily diet, the consequences of imbalances in	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	the diet, including obesity, starvation and deficiency diseases, the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts), the importance of bacteria in the human digestive system, plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. **Gas exchange systems:** the structure and functions of the gas exchange system in humans, including adaptations to function, the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume, the impact of exercise, asthma and smoking on the human gas exchange system, the role of leaf stomata in gas exchange in plants. **Reproduction:** reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta, reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. **Health:** the effects of recreational drugs (including substance misuse) on behaviour, health and life processes. **Material cycles and energy** **Photosynthesis:** the reactants in, and products of, photosynthesis, and a word summary for photosynthesis, the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere, the adaptations of leaves for photosynthesis. **Cellular respiration:** aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life, a word summary for aerobic respiration, the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration, the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism. **Interactions and interdependencies** **Relationships in an ecosystem:** the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops, the importance of plant reproduction through insect pollination in human food security, how organisms affect, and are affected by, their environment, including the accumulation of toxic materials. **Genetics and evolution** **Inheritance, chromosomes, DNA and genes:** heredity as the process by which genetic information is transmitted from one generation to the next, a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model, differences between species, the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation, the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection, changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction, the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.	

Chemistry Curriculum	**The particulate nature of matter:** the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure, changes of state in terms of the particle model. **Atoms, elements and compounds:** a simple (Dalton) atomic model, differences between atoms, elements and compounds, chemical symbols and formulae for elements and compounds, conservation of mass changes of state and chemical reactions. **Pure and impure substances:** the concept of a pure substance, mixtures, including dissolving, diffusion in terms of the particle model, simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography, the identification of pure substances. **Chemical reactions:** chemical reactions as the rearrangement of atoms, representing chemical reactions using formulae and using equations, combustion, thermal decomposition, oxidation and displacement reactions, defining acids and alkalis in terms of neutralisation reactions, the pH scale for measuring acidity/alkalinity; and indicators, reactions of acids with metals to produce a salt plus hydrogen, reactions of acids with alkalis to produce a salt plus water, what catalysts do. **Energetics:** energy changes on changes of state (qualitative), exothermic and endothermic chemical reactions (qualitative). **The periodic table:** the varying physical and chemical properties of different elements, the principles underpinning the Mendeleev periodic table, the periodic table: periods and groups; metals and non-metals, how patterns in reactions can be predicted with reference to the periodic table, the properties of metals and non-metals, the chemical properties of metal and non-metal oxides with respect to acidity. **Materials:** the order of metals and carbon in the reactivity series, the use of carbon in obtaining metals from metal oxides, properties of ceramics, polymers and composites (qualitative). **Earth and Atmosphere:** the composition of the Earth, the structure of the Earth, the rock cycle and the formation of igneous, sedimentary and metamorphic rocks, Earth as a source of limited resources and the efficacy of recycling, the composition of the atmosphere, the production of carbon dioxide by human activity and the impact on climate.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Physics Curriculum	**Energy** **Calculation of fuel uses and costs in the domestic context:** comparing energy values of different foods (from labels) (kJ), comparing power ratings of appliances in watts (W, kW), comparing amounts of energy transferred (J, kJ, kW hour), domestic fuel bills, fuel use and costs, fuels and energy resources. **Energy changes and transfers:** simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged, heating and thermal equilibrium: temperature difference between 2 objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference; use of insulators, other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels. **Changes in systems:** energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change, comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions, using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	Motion and forces **Describing motion:** speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time), the representation of a journey on a distance-time graph, relative motion: trains and cars passing one another. **Forces:** forces as pushes or pulls, arising from the interaction between 2 objects, using force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces, moment as the turning effect of a force, forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water, forces measured in newtons, measurements of stretch or compression as force is changed, force-extension linear relation; Hooke's Law as a special case, work done and energy changes on deformation, non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets, and forces due to static electricity. **Pressure in fluids:** atmospheric pressure, decreases with increase of height as weight of air above decreases with height, pressure in liquids, increasing with depth; upthrust effects, floating and sinking, pressure measured by ratio of force over area – acting normal to any surface. **Balanced forces:** opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. **Forces and motion:** forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only), change depending on direction of force and its size. **Waves** **Observed waves:** waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. **Sound waves:** frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound, sound needs a medium to travel, the speed of sound in air, in water, in solids, sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal, the auditory range of humans and animals. **Energy and waves:** pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphone. **Light waves:** the similarities and differences between light waves and waves in matter, light waves travelling through a vacuum; speed of light, the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface, use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye, light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras, colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.	

	Electricity and electromagnetism **Current electricity:** electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge, potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current, differences in resistance between conducting and insulating components (quantitative). **Static electricity:** separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects, the idea of electric field, forces acting across the space between objects not in contact. **Magnetism:** magnetic poles, attraction and repulsion, magnetic fields by plotting with compass, representation by field lines, Earth's magnetism, compass and navigation, the magnetic effect of a current, electromagnets, DC motors (principles only). **Matter** **Physical changes:** conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving similarities and differences, including density differences, between solids, liquids and gases, Brownian motion in gases, diffusion in liquids and gases driven by differences in concentration, the difference between chemical and physical changes. **Particle model:** the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density; the anomaly of ice-water transition, atoms and molecules as particle. **Energy in matter:** changes with temperature in motion and spacing of particles, internal energy stored in materials. **Space physics:** gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun (qualitative only), our sun as a star, other stars in our galaxy, other galaxies, the seasons and the Earth's tilt, day length at different times of year, in different hemispheres, the light year as a unit of astronomical distance.	

KS3 Progression in Computing at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage:	**We expect the majority of pupils to be able to do the following:**	
Key Stage 3	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems, understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem, use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions, understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal], understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems, understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits, undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users, create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability, understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS4 Core Curriculum
Year 10 and Year 11

The following information outlines the key concepts students working through the Silverdale Academic Curriculum are expected to learn before they are ready to move onto the next stage of learning. It is broken down into the Key Stage elements for the core subjects, English, Maths, Science and ICT.

The Curriculum@Silverdale document shows how this is broken down into a plan for each term and how long students will be working on each concept or topic within subject areas.

Progression in the core subjects – KS4 aged learning

KS4 Progression in English at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage 4:	**We expect the majority of students to be able to do the following:**	
Reading	Read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment. Understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - seeking evidence in the text to support a point of view, including justifying inferences with evidence - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading - make an informed personal response, recognising that other responses to a text are possible and evaluating these.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Writing	Write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] Revise, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Grammar and Vocabulary	Consolidate and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.	**Prepare** **Know** **Understand** **Apply** **Create**
Spoken English	Speak confidently, audibly and effectively, including through: - using Standard English when the context and audience require it - working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines - listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary - planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates - listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS4 Progression in Maths at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage 4 :	**We expect the majority of students to be able to do the following:**	
KS4 Skills	**Working mathematically** **Develop fluency** Consolidate their numerical and mathematical capability from key stage 3 and extend their understanding of the number system to include powers, roots {and fractional indices}. Select and use appropriate calculation strategies to solve increasingly complex problems, including exact calculations involving multiples of π {and surds}, use of standard form and application and interpretation of limits of accuracy. Consolidate their algebraic capability from key stage 3 and extend their understanding of algebraic simplification and manipulation to include quadratic expressions, {and expressions involving surds and algebraic fractions}. Extend fluency with expressions and equations from key stage 3, to include quadratic equations, simultaneous equations and inequalities. Move freely between different numerical, algebraic, graphical and diagrammatic representations, including of linear, quadratic, reciprocal, {exponential and trigonometric} functions. Use mathematical language and properties precisely. **Reason mathematically** Extend and formalise their knowledge of ratio and proportion, including trigonometric ratios, in working with measures and geometry, and in working with proportional relations algebraically and graphically. Extend their ability to identify variables and express relations between variables algebraically and graphically. Make and test conjectures about the generalisations that underlie patterns and relationships; look for proofs or counter-examples; begin to use algebra to support and construct arguments {and proofs}. Reason deductively in geometry, number and algebra, including using geometrical constructions. Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. Explore what can and cannot be inferred in statistical and probabilistic settings, and express their arguments formally. Assess the validity of an argument and the accuracy of a given way of presenting information. **Solve problems** Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems. Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial contexts. Make and use connections between different parts of mathematics to solve problems. Model situations mathematically and express the results using a range of formal mathematical representations, reflecting on how their solutions may have been affected by any modelling assumptions.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems; interpret their solution in the context of the given problem.	
Number	In addition to consolidating subject content from key stage 3, pupils should be taught to: Apply systematic listing strategies, {including use of the product rule for counting}. {Estimate powers and roots of any given positive number}. Calculate with roots, and with integer {and fractional} indices. Calculate exactly with fractions, {surds} and multiples of π; {simplify surd expressions involving squares and rationalise denominators}. Calculate with numbers in standard form A x 10n , where 1 ≤ A < 10 and n is an integer. {Change recurring decimals into their corresponding fractions and vice versa}. Identify and work with fractions in ratio problems. Apply and interpret limits of accuracy when rounding or truncating, {including upper and lower bounds}.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Algebra	In addition to consolidating subject content from key stage 3, pupils should be taught to: Simplify and manipulate algebraic expressions (including those involving surds {and algebraic fractions}) by: - factorising quadratic expressions of the form *x2 + bx* + c including the difference of two squares; {factorising quadratic expressions of the form *ax + bx + c* } - simplifying expressions involving sums, products and powers, including the laws of indices Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments {and proofs}. Where appropriate, interpret simple expressions as functions with inputs and outputs; {interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function'}. Use the form *y = mx + c* to identify parallel {and perpendicular} lines; find the equation of the line through two given points, or through one point with a given gradient. Identify and interpret roots, intercepts and turning points of quadratic functions graphically; deduce roots algebraically {and turning points by completing the square}. Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function y = 1/x with x ≠ 0 {Sketch translations and reflections of the graph of a given function}. Plot and interpret graphs (including reciprocal graphs {and exponential graphs}) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. {Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts}. Recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point}. Solve quadratic equations {including those that require rearrangement} algebraically by factorising, {by completing the square and by using the quadratic formula}; find approximate solutions using a graph.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	Solve two simultaneous equations in two variables (linear/linear {or linear/quadratic}) algebraically; find approximate solutions using a graph. {Find approximate solutions to equations numerically using iteration}. Translate simple situations or procedures into algebraic expressions or formulae; derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution. Solve linear inequalities in one {or two} variable{s}, {and quadratic inequalities in one variable}; represent the solution set on a number line, {using set notation and on a graph}. Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions (r n where n is an integer, and r is a positive rational number {or a surd}) {and other sequences}. Deduce expressions to calculate the nth term of linear {and quadratic} sequences.	
Ratio, proportion and rates of change	In addition to consolidating subject content from key stage 3, pupils should be taught to: Compare lengths, areas and volumes using ratio notation and/or scale factors; make links to similarity (including trigonometric ratios). Convert between related compound units (speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. Understand that X is inversely proportional to Y is equivalent to X is proportional to 1 Y ; {construct and} interpret equations that describe direct and inverse proportion. Interpret the gradient of a straight line graph as a rate of change; recognise and interpret graphs that illustrate direct and inverse proportion. {Interpret the gradient at a point on a curve as the instantaneous rate of change; apply the concepts of instantaneous and average rate of change (gradients of tangents and chords) in numerical, algebraic and graphical contexts}. Set up, solve and interpret the answers in growth and decay problems, including compound interest {and work with general iterative processes}.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Geometry and measures	In addition to consolidating subject content from key stage 3, pupils should be taught to: Interpret and use fractional {and negative} scale factors for enlargements. {Describe the changes and invariance achieved by combinations of rotations, reflections and translations}. Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment. {Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results}. Construct and interpret plans and elevations of 3D shapes. Interpret and use bearings. Calculate arc lengths, angles and areas of sectors of circles. Calculate surface areas and volumes of spheres, pyramids, cones and composite solids. Apply the concepts of congruence and similarity, including the relationships between lengths, {areas and volumes} in similar figures.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	Apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right-angled triangles {and, where possible, general triangles} in two {and three} dimensional figures. Know the exact values of sin θ cos θ and θ = 0o , 30o , 45o 60o and 90o: know the exact value of tanθ for θ = θo, 30o, 45oand 60o. Know and apply the sine rule and cosine rule a2 = b2 + c2- 2bc cos A to find unknown lengths and angles. {Know and apply to Area=1/*2ab* sinC to calculate the area, sides or angles of any triangle}. Describe translations as 2D vectors. Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors; {use vectors to construct geometric arguments and proofs}.	
Probability	In addition to consolidating subject content from key stage 3, pupils should be taught to: Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one. Use a probability model to predict the outcomes of future experiments; understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions. {Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams}.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Statistics	In addition to consolidating subject content from key stage 3, pupils should be taught to: Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling. Interpret and construct tables and line graphs for time series data {Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use}. Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: - appropriate graphical representation involving discrete, continuous and grouped data, {including box plots} - appropriate measures of central tendency (including modal class) and spread {including quartiles and inter-quartile range} Apply statistics to describe a population. Use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

KS4 Progression in Science at Silverdale		
Key Stage 4:	**We expect the majority of students to be able to do the following:**	
KS4 skills	**Working scientifically** **The development of scientific thinking:** the ways in which scientific methods and theories develop over time, using a variety of concepts and models to develop scientific explanations and understanding, appreciating the power and limitations of science and considering ethical issues which may arise, explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments, evaluating risks both in practical science and the wider societal context, including perception of risk, recognising the importance of peer review of results and of communication of results to a range of audiences. **Experimental skills and strategies:** using scientific theories and explanations to develop hypotheses, planning experiments to make observations, test hypotheses or explore phenomena, applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments, carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations, recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative, making and recording observations and measurements using a range of apparatus and methods, evaluating methods and suggesting possible improvements and further investigations. **Analysis and evaluation:** applying the cycle of collecting, presenting and analysing data, including: presenting observations and other data using appropriate methods, translating data from one form to another, carrying out and representing mathematical and statistical analysis, representing distributions of results and making estimations of uncertainty, interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions, presenting reasoned explanations, including relating data to hypotheses, being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error, communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations. **Vocabulary, units, symbols and nomenclature:** developing their use of scientific vocabulary and nomenclature, recognising the importance of scientific quantities and understanding how they are determined, using SI units and IUPAC chemical nomenclature unless inappropriate, using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano), interconverting units, using an appropriate number of significant figures in calculations.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**
Biology Curriculum	**Key ideas:** life processes depend on molecules whose structure is related to their function, the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling life processes to be performed more effectively, living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways, living organisms are interdependent and show adaptations to their environment, life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen, organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life, the chemicals in ecosystems are continually	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	cycling through the natural world, the characteristics of a living organism are influenced by its genome and its interaction with the environment, evolution occurs by the process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees. **Cell biology:** cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub-cellular structures of eukaryotic and prokaryotic cells, stem cells in animals and meristems in plants, enzymes, factors affecting the rate of enzymatic reactions, the importance of cellular respiration; the processes of aerobic and anaerobic respiration, carbohydrates, proteins, nucleic acids and lipids as key biological molecules. **Transport systems:** the need for transport systems in multicellular organisms, including plants, the relationship between the structure and functions of the human circulatory system. **Health, disease and the development of medicines:** the relationship between health and disease, communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), non-communicable diseases, bacteria, viruses and fungi as pathogens in animals and plants, body defences against pathogens and the role of the immune system against disease, reducing and preventing the spread of infectious diseases in animals and plants, the process of discovery and development of new medicines, the impact of lifestyle factors on the incidence of non-communicable diseases. **Coordination and control:** principles of nervous coordination and control in humans, the relationship between the structure and function of the human nervous system, the relationship between structure and function in a reflex arc, principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception, homeostasis. **Photosynthesis:** photosynthesis as the key process for food production and therefore biomass for life, the process of photosynthesis, factors affecting the rate of photosynthesis. **Ecosystems:** levels of organisation within an ecosystem, some abiotic and biotic factors which affect communities; the importance of interactions between organisms in a community, how materials cycle through abiotic and biotic components of ecosystems, the role of microorganisms (decomposers) in the cycling of materials through an ecosystem, organisms are interdependent and are adapted to their environment, the importance of biodiversity, methods of identifying species and measuring distribution, frequency and abundance of species within a habitat, positive and negative human interactions with ecosystems. **Evolution, inheritance and variation:** the genome as the entire genetic material of an organism, how the genome, and its interaction with the environment, influence the development of the phenotype of an organism, the potential impact of genomics on medicine, most phenotypic features being the result of multiple, rather than single, genes, single gene inheritance and single gene crosses with dominant and recessive phenotypes, sex determination in humans, genetic variation in populations of a species, the process of natural selection leading to evolution, the evidence for evolution, developments in biology affecting classification, the importance of selective breeding of plants and animals in agriculture, the uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology.	
Chemistry Curriculum	**Key ideas:** matter is composed of tiny particles called atoms and there are about 100 different naturally-occurring types of atoms called elements, elements show periodic relationships in their chemical and physical properties, these periodic properties can be explained in terms of the atomic structure of the elements, atoms bond either by transferring electrons from one atom to another or by sharing	**Prepare** **Know** **Understand**

	electrons, the shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave, reactions can occur when molecules collide and do so at different rates due to differences in molecular collisions, chemical reactions take place in only three different ways: proton transfer, electron transfer, electron sharing, energy is conserved in chemical reactions so can therefore be neither created nor destroyed. **Atomic structure and the Periodic Table:** a simple model of the atom consisting of the nucleus and electrons, relative atomic mass, electronic charge and isotopes, the number of particles in a given mass of a substance, the modern Periodic Table, showing elements arranged in order of atomic number, position of elements in the Periodic Table in relation to their atomic structure and arrangement of outer electrons, properties and trends in properties of elements in the same group, characteristic properties of metals and non-metals, chemical reactivity of elements in relation to their position in the Periodic Table. **Structure, bonding and the properties of matter:** changes of state of matter in terms of particle kinetics, energy transfers and the relative strength of chemical bonds and intermolecular forces, types of chemical bonding: ionic, covalent, and metallic, bulk properties of materials related to bonding and intermolecular forces, bonding of carbon leading to the vast array of natural and synthetic organic compounds that occur due to the ability of carbon to form families of similar compounds, chains and rings, structures, bonding and properties of diamond, graphite, fullerenes and graphene. **Chemical changes:** determination of empirical formulae from the ratio of atoms of different kinds, balanced chemical equations, ionic equations and state symbols, identification of common gases, the chemistry of acids; reactions with some metals and carbonates, pH as a measure of hydrogen ion concentration and its numerical scale, electrolysis of molten ionic liquids and aqueous ionic solutions, reduction and oxidation in terms of loss or gain of oxygen. **Energy changes in chemistry:** Measurement of energy changes in chemical reactions (qualitative), Bond breaking, bond making, activation energy and reaction profiles (qualitative). **Rate and extent of chemical change:** factors that influence the rate of reaction: varying temperature or concentration, changing the surface area of a solid reactant or by adding a catalyst, factors affecting reversible reactions. **Chemical analysis:** distinguishing between pure and impure substances, separation techniques for mixtures of substances: filtration, crystallisation, chromatography, simple and fractional distillation, quantitative interpretation of balanced equations, concentrations of solutions in relation to mass of solute and volume of solvent. **Chemical and allied industries:** life cycle assessment and recycling to assess environmental impacts associated with all the stages of a product's life, the viability of recycling of certain materials, carbon compounds, both as fuels and feedstock, and the competing demands for limited resources, fractional distillation of crude oil and cracking to make more useful materials, extraction and purification of metals related to the position of carbon in a reactivity series. **Earth and atmospheric science:** evidence for composition and evolution of the Earth's atmosphere since its formation, evidence, and uncertainties in evidence, for additional anthropogenic causes of climate change, potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's climate, common atmospheric pollutants: sulphur dioxide, oxides of nitrogen, particulates and their sources, the Earth's water resources and obtaining potable water.	**Apply** **Analyse** **Evaluate** **Create**

Physics Curriculum	**Key ideas:** the use of models, as in the particle model of matter or the wave models of light and of sound, the concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions, the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects, that differences, for example between pressures or temperatures or electrical potentials, are the drivers of change, that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science. **Energy:** energy changes in a system involving heating, doing work using forces, or doing work using an electric current: calculating the stored energies and energy changes involved, power as the rate of transfer of energy, conservation of energy in a closed system, dissipation, calculating energy efficiency for any energy transfers, renewable and non-renewable energy sources used on Earth, changes in how these are used. **Forces:** forces and fields: electrostatic, magnetic, gravity, forces as vectors, calculating work done as force x distance; elastic and inelastic stretching, pressure in fluids acts in all directions: variation in Earth's atmosphere with height, with depth for liquids, up-thrust force (qualitative). **Forces and motion:** speed of sound, estimating speeds and accelerations in everyday contexts, interpreting quantitatively graphs of distance, time, and speed, acceleration caused by forces; Newton's First Law, weight and gravitational field strength, decelerations and braking distances involved on roads, safety. **Wave motion:** amplitude, wavelength, frequency, relating velocity to frequency and wavelength, transverse and longitudinal waves, electromagnetic waves, velocity in vacuum; waves transferring energy; wavelengths and frequencies from radio to gamma-rays, velocities differing between media: absorption, reflection, refraction effects, production and detection, by electrical circuits, or by changes in atoms and nuclei, uses in the radio, microwave, infra-red, visible, ultra-violet, X-ray and gamma-ray regions, hazardous effects on bodily tissues. **Electricity:** measuring resistance using p.d. and current measurements, exploring current, resistance and voltage relationships for different circuit elements; including their graphical representations, quantity of charge flowing as the product of current and time, drawing circuit diagrams; exploring equivalent resistance for resistors in series, the domestic a.c. supply; live, neutral and earth mains wires, safety measures, power transfer related to p.d. and current, or current and resistance. **Magnetism and electromagnetism:** exploring the magnetic fields of permanent and induced magnets, and the Earth's magnetic field, using a compass, magnetic effects of currents, how solenoids enhance the effect, how transformers are used in the national grid and the reasons for their use. **The structure of matter:** relating models of arrangements and motions of the molecules in solid, liquid and gas phases to their densities, melting, evaporation, and sublimation as reversible changes, calculating energy changes involved on heating, using specific heat capacity; and those involved in changes of state, using specific latent heat, links between pressure and temperature of a gas at constant volume, related to the motion of its particles (qualitative). **Atomic structure:** the nuclear model and its development in the light of changing evidence, masses and sizes of nuclei, atoms and small molecules, differences in numbers of protons, and neutrons related to masses and identities of nuclei, isotope characteristics and	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

	equations to represent changes, ionisation; absorption or emission of radiation related to changes in electron orbits, radioactive nuclei: emission of alpha or beta particles, neutrons, or gamma-rays, related to changes in the nuclear mass and/or charge, radioactive materials, half-life, irradiation, contamination and their associated hazardous effects, waste disposal, nuclear fission, nuclear fusion and our sun's energy. **Space physics:** the main features of the solar system.	

KS4 Progression in Computing at Silverdale		
If students do not complete the learning within a year group curriculum as expected or if they struggle in certain areas we will work with other agencies to better understand their needs and then put in place interventions and additional support so that they can progress from their baseline and hopefully catch up where they have missed learning key concepts.		
Key Stage:	**We expect the majority of pupils to be able to do the following:**	
Key Stage 4	Develop their capability, creativity and knowledge in computer science, digital media and information technology, develop and apply their analytic, problem-solving, design, and computational thinking skills, understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.	**Prepare** **Know** **Understand** **Apply** **Analyse** **Evaluate** **Create**

Foundation Subjects Skills for Progression

The following information outlines the key concepts and key skills pupils working through the Silverdale Academic Curriculum are expected to learn before they are ready to move onto the next stage of learning. It is broken down into key stages for the foundation subjects. Pupils at Silverdale may need additional support and a personalised approach to complete each step and stage of learning and whilst our aim is to close the learning gap so that they are working within age related expectations, some pupils may be working at a stage lower than expected for their age.

The Curriculum@Silverdale document shows how this is broken down into a plan for each term and how long students will be working on each concept or topic within a subject area.

Progression in Personal, Social, Citizenship, Health Education (PSCHE)		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	**Self-confidence and self-awareness** - Can select and use activities and resources with help. - Welcomes and values praise for what they have done. - Enjoys responsibility of carrying out small tasks. - Is more outgoing towards unfamiliar people and more confident in new social situations. - Confident to talk to other children when playing, and will communicate freely about own home and community. - Shows confidence in asking adults for help. - Confident to speak to others about own needs, wants, interests and opinions. - Can describe self in positive terms and talk about abilities. **Managing feelings and behaviour** - Aware of own feelings, and knows that some actions and words can hurt others' feelings. - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. - Can usually adapt behaviour to different events, social situations and changes in routine. - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. - Aware of the boundaries set, and of behavioural expectations in the setting. - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. **Making relationships** - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

		- Initiates play, offering cues to peers to join them. - Keeps play going by responding to what others are saying or doing. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Initiates conversations, attends to and takes account of what others say. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	**Health and wellbeing** - Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. **Cross curricular link to Science.** - Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. - Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. - Think about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. - Think about change and loss and the associated feelings (including moving home, losing toys, pets or friends). - Think about the importance of and how to maintain personal hygiene. **Cross curricular link to Science.** - Understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. - Think about the process of growing from young to old and how people's needs change. **Cross curricular link to Science.** - Think about growing and changing and new opportunities and responsibilities that increasing independence may bring. **Cross curricular link to Science.** - Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. **Cross curricular link to Science.** - Know that household products, including medicines, can be harmful if not used properly. - Know rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail , water and fire safety).

		- Think about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. - Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. **Relationships** - Learn to communicate their feelings to others, to recognise how others show feelings and how to respond. - Learn to recognise how their behaviour affects other people. - Learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. - Learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. - Learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. - Learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). - Learn how to offer constructive support and feedback to others. - Learn how to identify and respect the differences and similarities between people. - Learn how to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. - Learn how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). - Learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). - Learn to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. - Learn that there are different types of teasing and bullying, that these are wrong and unacceptable. - Learn how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. **Living in the wider world** - Learn how to contribute to the life of the classroom. - Learn to help construct, and agree to follow, group and class rules and to understand how these rules help them.

		- Learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). - Learn that they belong to various groups and communities such as family and school. - Learn what improves and harms their local, natural and built environments and about some of the ways people look after them. **Cross curricular link to Topic, Geography.** - Learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. **Cross curricular link to Careers.** - Learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. **Cross curricular link to Careers.**
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	**Health and wellbeing** - Learn what positively and negatively affects their physical, mental and emotional health (including the media). - Learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - Learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. **Cross curricular link to Science.** - Learn to recognise how images in the media do not always reflect reality and can affect how people feel about themselves. **Cross curricular link to Computing.** - Learn to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Learn to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - Learn to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. - Learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. - Learn to differentiate between the terms, 'risk', 'danger' and 'hazard'. - Learn to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly

		(including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - Learn to recognise their increasing independence brings increased responsibility to keep themselves and others safe. - Learn that bacteria and viruses can affect health and that following simple routines can reduce their spread. - Learn that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. - Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. - Learn school rules about health and safety, basic emergency aid procedures, where and how to get help. - Learn what is meant by the term 'habit' and why habits can be hard to change. - Learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. - Learn how their body will, and emotions may, change as they approach and move through puberty. **Cross curricular link to Sex Ed delivered by Public Health Nurse.** - Learn about human reproduction. **Cross curricular link to Sex Ed delivered by Public Health Nurse.** - Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. - Learn strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones). - Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. **Cross curricular link to Computing.** - Learn about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

		Relationships - Learn to recognise and respond appropriately to a wider range of feelings in others. - Learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - Learn to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. - Learn to be aware of different types of relationship, including those between acquaintances, friends, relatives and families. - Learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. - Learn to be aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so. - Learn that their actions affect themselves and others. - Learn to judge what kind of physical contact is acceptable or unacceptable and how to respond. - Learn the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - Learn to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. - Learn to work collaboratively towards shared goals. - Learn to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - Learn to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).

		- Learn to recognise and manage 'dares'. - Learn to recognise and challenge stereotypes. **Living in the wider world** - Learn to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. - Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. **Cross curricular link to Topic, History.** - Learn to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. **Cross curricular link to Topic, History.** - Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. **Cross curricular link to Topic, History.** - Learn to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation. - Learn to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. - Learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. - Learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. - Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. - Learn to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. - Learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. - Learn to think about the lives of people living in other places, and people with different values and customs. **Cross curricular link to Religious Education.** - Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. **Cross curricular link to Careers.** - Learn to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). **Cross curricular link to Careers.**

		- Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. **Cross curricular link to Careers.** - Learn about enterprise and the skills that make someone 'enterprising'. **Cross curricular link to Careers.** - Learn to explore and critique how the media present information. **Cross curricular link to Computing.**
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	**Health and wellbeing** - Learn to recognise their personal strengths and how this affects their self-confidence and self-esteem. - Learn to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. - Learn to be able to accept helpful feedback or reject unhelpful criticism. - Learn to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment. - Learn the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence). **Cross curricular link with Science.** - Learn the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM. - Learn the importance of taking increased responsibility for their own personal hygiene. - Learn the purpose and importance of immunisation and vaccination. **Cross curricular link to Science.** - Learn that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs. - Learn about contraception, including the condom and pill (see also Relationships). - Learn the benefits of physical activity and exercise and the importance of sleep. - Learn to recognise and manage what influences their choices about exercise. **Cross curricular link to PE and Outdoor Education.** - Learn the importance of balance between work, leisure and exercise. **Cross curricular link to Careers.**

		- Learn what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting). **Cross curricular link to Cookery.** - Learn what might influence their decisions about eating a balanced diet. **Cross curricular link to Cookery.** - Learn how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self. - Learn about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it. - Learn ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations. - Learn a knowledge of basic first aid and life-saving skills. - Learn to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme). - Learn the positive and negative roles played by drugs in society (including alcohol). - Learn factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse. - Learn to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence. - Learn the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke. - Learn the safe use of prescribed and over the counter medicines. - Learn the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'. - Learn about how to access local health services. - Learn about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices. **Relationships** - Learn the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.).

		- Learn to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise. **Cross curricular link to Careers and Outdoor Education.** - Learn to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness. - Learn to explore the range of positive qualities people bring to relationships. - Learn that relationships can cause strong feelings and emotions (including sexual attraction). - Learn the features of positive and stable relationships (including trust, mutual respect and honesty) and those of unhealthy relationships. - Learn that the media portrayal of relationships may not reflect real life. - Learn different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests). - Learn the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children. - Learn that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable. - Learn the roles and responsibilities of parents, carers and children in families. - Learn how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement. - Learn to understand the importance of friendship and to begin to consider love and sexual relationships in this context. - Learn to understand what expectations might be of having a girl/boyfriend. - Learn to consider different levels of intimacy and their consequences. - Learn to acknowledge the right not to have intimate relationships until ready. - Learn about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable). - Learn that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. - Learn to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).

		- Learn about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use. - Learn about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances. - Learn to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images. **Living in the wider world** - Learn to recognise, clarify and if necessary challenge their own core values and how their values influence their choices. - Learn the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3). - Learn the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities. - Learn about the potential tensions between human rights, British law and cultural and religious expectations and practices. - Learn about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. - Learn about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination. - Learn to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations. - Learn about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills. **Cross curricular link to Careers.** - Learn to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability. **Cross curricular link to Careers.** - Learn different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work. **Cross curricular link to Careers.**

		- Learn about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks. **Cross curricular link to Careers.** - Learn about different work roles and career pathways, including clarifying their own early aspirations. **Cross curricular link to Careers.** - Learn about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment. **Cross curricular link to Careers.** - Learn about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process. **Cross curricular link to Careers.** - Learn the benefits of being ambitious and enterprising in all aspects of life. **Cross curricular link to Careers.** - Learn about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit. **Cross curricular link to Careers.** - Learn about different types of business, how they are organized and financed. **Cross curricular link to Careers.** - Learn to assess and manage risk in relation to financial decisions that young people might make. **Cross curricular link to Careers.** - Learn about gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this. - Learn to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments).
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support.	**Health and wellbeing** - Learn to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others. - Learn to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism. - Learn the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). - Learn strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support. - Learn where and how to obtain health information, advice and support (including sexual health services).

	- Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	- Learn to take increased responsibility for monitoring their own health (including testicular and breast self-examination). **Cross curricular link to Science.** - Learn how lifestyle choices affect a foetus. **Cross curricular link to Science.** - Learn about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they, or others are at risk. - Learn to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes. - Learn about health risks and issues related to this, including cosmetic procedures. - Learn how to recognise and follow health and safety procedures. **Cross curricular link to Science, Design Technology and Careers.** - Learn how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts. - Learn about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel). - Learn the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke. - Learn understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns. - Learn the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle. - Learn about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS. **Relationships** - Learn strategies to manage strong emotions and feelings. - Learn the characteristics and benefits of positive, strong, supportive, equal relationships. - Learn that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other. - Learn parenting skills and qualities and their central importance to family life (including the implications of young parenthood). - Learn to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

		- Learn managing changes in personal relationships including the ending of relationships. - Learn to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond. - Learn about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3. - Learn about impact of domestic abuse (including sources of help and support). - Learn the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances. - Learn about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement. - Learn how to access such organisations and other sources of information, advice and support. - Learn about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. - Learn to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism). - Learn how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity. - Learn to recognise when others are using manipulation, persuasion or coercion and how to respond. - Learn to understand the pernicious influence of gender double standards and victim-blaming. - Learn to recognise the impact of drugs and alcohol on choices and sexual behaviour. - Learn to manage unwanted attention in a variety of contexts (including harassment and stalking). - Learn to understand and respect others' faith and cultural expectations concerning relationships and sexual activity. - Learn to assess readiness for sex. - Learn about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3.

		- Learn to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life). - Learn the reasons why parents choose to adopt/foster or to place children for adoption/fostering. - Learn about abortion, including the current legal position and the range of beliefs and opinions about it. - Learn the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support. - Learn that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age. **Cross curricular link to Science.** - Learn about the options open to people who are not able to conceive. **Cross curricular link to Science.** - Learn the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support). **Living in the wider world** - Learn to evaluate their own personal strengths and areas for development and to use this to inform goal setting. - Learn about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace. **Cross curricular link to Careers.** - Learn to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence). - Learn to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern. - Learn about harassment and how to manage this (including the workplace). **Cross curricular link to Careers.** - Learn how their strengths, interests, skills and qualities are changing and how these relate to future employability. **Cross curricular link to Careers.** - Learn about the information, advice and guidance available to them and how to access it. **Cross curricular link to Careers.** - Learn to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence). **Cross curricular link to Careers.**

		- Learn about the range of opportunities available to them for career progression, including in education, training and employment. **Cross curricular link to Careers.** - Learn about changing patterns of employment (local, national, European and global). **Cross curricular link to Careers.** - Learn to take full advantage of any opportunities for work experience that are available. **Cross curricular link to Careers.** - Learn about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions). **Cross curricular link to Careers.** - Learn about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image'). **Cross curricular link to Careers.** - Learn about confidentiality in the workplace, when it should be kept and when it might need to be broken. **Cross curricular link to Careers.** - Learn to develop their career identity, including how to maximise their chances when applying for education or employment opportunities. **Cross curricular link to Careers.** - Learn to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms). - Learn to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices. - Learn their consumer rights and how to seek redress.

Progression in Careers		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	- Share interests and strengths, name people who help us. - Identify modes of transport, understand transport has to be paid for, plan for long and short journeys and plan a simple route for travel. - Name different types of jobs, talk about the good and bad parts of a job and talk about different places of work in our area. - Explore ways to be safe and talk about treating people fairly. Talk about how jobs in our area have changed over time. - Discuss money making ideas, plan an idea, be polite and work as part of a team. - Name skills I need to be able to get a job, talk about rules and routines in school and know who to ask for help.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support.	- Describe what I am like, describe what I am good at and what I enjoy doing. Explain how to appropriately get what I want. Identify what I am learning from careers, employability, enterprise activities and experiences. - Know local methods of transport and how I could travel to different destinations. Plan a budget for travel and understand the role of technology in travel and transport. - Describe a local business, how it is run and the products and/or services it provides. - Describe the main types of employment in my area: past, present and emerging. Recognise the harm caused by stereotyping and discrimination, and the importance of treating people fairly. Keep myself safe and well when I am learning and playing.

	- Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	- Use my initiative and be enterprising, make considered decisions about saving, spending and giving. Know how to make plans and decisions carefully. Know how to make a good impression on other people. Evidence my skills as part of a group project. - Identify key qualities and skills employers are looking for. Be aware of where to get impartial information and support when I need it – and how to make good use of it. Be able to compare information about secondary education choices open to me. Identify ways of making transitions such as the move from primary to secondary school.
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	**Developing yourself through careers, employability and enterprise education** - Describe self, strengths and preferences, be able to focus on the positive aspects of my wellbeing, progress and achievements. Explain how to benefit as a learner from careers, employability and enterprise activities and experiences **Learning about careers and the world of work** - Describe different explanations of what careers are and how they can be developed. Give examples of different kinds of work and why people's satisfaction with their working lives can change. Give examples of different business organisational structures. Be aware of what labour market information (LMI) is and how it can be useful. Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me. Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to me and those around me. **Developing your career management and employability skills** - Identify my personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services. Recognise the qualities and skills I have demonstrated both in and out of school that will help to make me employable. Recognise when I am using qualities and skills that entrepreneurs demonstrate. Show that I can manage my own budget and contribute to household and school budgets. Know how to identify and systematically explore the options open to me at a decision point. Know how to make plans and decisions carefully including negotiating with those who can help me get the qualifications, skills and experience I need. Know how to prepare and present myself well when going through a selection process. Show that I can be positive, flexible and well-prepared at transition points in my life.

Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	**Developing yourself through careers, employability and enterprise education** - Recognise how I am changing, what I have to offer and what's important to me. Explain how I manage my wellbeing, progress and achievements through telling my story in a positive way. Review and reflect upon how I am benefitting as a learner from careers, employability and enterprise activities and experiences. **Learning about careers and the world of work** - Discuss the skills involved in managing my own career. Explain how work and working life is changing and how this may impact on my own and other people's career satisfaction. Explain different types of business organisational structures, how they operate and how they measure success. Be able to find relevant labour market information (LMI) and know how to use it in your career planning. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know my rights and responsibilities in relation to these issues. Be aware of my responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices. **Developing your career management and employability skills** - Build my personal networks of support including how to access and make the most employability skills of a wide range of impartial face-to-face and digital careers information, advice and guidance services. Show how I am developing the qualities and skills which will help me to improve my employability. Show that I can be enterprising in the way I learn, work and manage my career. Show that I can manage financial issues related to my education, training and employment choices including knowing how to access sources of financial support that may be open to me. Be able to research my education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals. Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on me. Know my rights and responsibilities in a selection process and strategies to use to improve my chances of success. Review and reflect on previous transitions to help me improve my preparation for future moves in education, training and employment.

Progression in Religious Education (RE)		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	- Remembers and talks about significant events in their own experiences. - Recognises and describes special times or events for family of friends. - Shows interest in occupations and ways of life. - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. - Enjoys joining in with family customs and routines. - Understand how books, scriptures, symbols, art and readings convey beliefs.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	**Beliefs and teachings from various religions)** Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can describe the main beliefs of a religion and describe the main festivals of a religion. **Rituals, ceremonies and lifestyles (from various religions)** Children begin to explore daily practices and rituals of religion, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them and observe when practices and rituals are featured in more than one religion or lifestyle. **How beliefs are expressed** Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can name religious symbols and the meaning of them; learn the names of important religious stories and retell religious stories and suggest meanings in the story.

		Time to reflect and personal growth Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can identify things that are important in their lives; ask questions about the puzzling aspects of life and understand that there are similarities and differences between people. **Values (in own life and others lives)** Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children can look at how values affect a community and individuals; explain how actions can affect other people and understand that they have their own choices to make and begin to understand the concept of morals.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	**Beliefs and teachings from various religions)** ***KS2 Lower:*** Children can describe the key beliefs and teachings of the religions studies, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children can describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions and refer to religious figures and holy books. ***KS2 Upper:*** Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. **Rituals, ceremonies and lifestyles (from various religions)** ***KS2 Lower:*** Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals and what it might involve. Children begin to discuss and present thoughtfully their own and other's views. Children also explore pilgrimages as part of a religious life. Children can identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used and explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.

		KS2 Upper: Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children can explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyle's associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles and show an understanding of the role of a spiritual leader. **How beliefs are expressed** ***KS2 Lower:*** Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can begin to identify religious symbolism in different fo0rms of art and communication; looking at holy texts and stories, explain meaning in a story and express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. ***KS2 Upper:*** Children continue to explore the expression of beliefs through books, scriptures, art and other important means of communication as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and traditions from which they come. Children can explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs and share their opinion or express their own belief with respect and tolerance for others. **Time to reflect and personal growth** ***KS2 Lower:*** Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have,;

		ask questions that have no agreed answers and offer suggestions as answers to those questions and understand that there are similarities and differences between people and respect those differences. ***KS2 Upper:*** Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to0 expressing identity and belonging and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children can recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers and explain why their answers may be different from someone else's and respond sensitively. **Values (in own life and others lives)** ***KS2 Lower:*** Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. Children can make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes and discuss and give their opinions on morals and values, including their own. ***KS2 Upper:*** Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. Children can explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences and express their own values while respecting the values of others.
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	**Knowledge and Understanding** Explain how the history and culture of religions and worldviews influence individuals and communities. Explain a range of beliefs, teachings and sources of wisdom and authority; show understanding of religions and worldviews as coherent systems or ways of seeing the world.

	- Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	Explain how and why individuals and communities express the meanings of their identity, beliefs and values in many different forms and ways of living. Explain the religions and worldviews which they encounter clearly, reasonably and coherently. Evaluate a wide range of ways in which commitment and identity are expressed. Consider and evaluate the question: what is religion and belief? Respond to some of the ultimate questions that are raised by human life. Examine issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. Express insights into significant moral and ethical questions posed by being human. **Reflection and Response** Analyse the ways the history and culture of religions and worldviews influence society. Interpret and respond to a range of beliefs, teachings and sources of wisdom and authority as coherent systems or ways of seeing the world. Enquire into the variety, differences and relationships that exist within and between individuals and communities. Evaluate the religions and worldviews they encounter, drawing on a range of approaches to the study of religion. Analyse and evaluate controversies about commitment to religion and beliefs, accounting for the impact of diversity within and between communities. Analyse the nature of religion and belief, using a range of approaches. Make well-informed and reasoned personal responses to ultimate questions and express insights that draw on a wide range of examples including the arts, media and philosophy. Evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. Express well-informed and personal responses to significant moral and ethical questions, using reasoning, drawing on a range of examples from real life or fiction.

Progression in History (Topic)		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of Key Stage 2 in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during a short activity. - Maintain attention and concentration with support.	- Shows interest in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Enjoys joining in with family customs and routines. - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation.	

	- Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	international history; between cultural, economic, military political, religious and social history; and between short- and long-term timescales.

Progression in Geography (Topic)		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of Key Stage 2 in their key learning to show that they are ready to move onto the next stage of their learning:
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	- Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. - Looks closely at similarities, differences, patterns and change.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	**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** - 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. - Use basic geographical vocabulary to refer to: - 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. **Geographical skills and fieldwork** - 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 - 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.

		- 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. - 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.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	**Locational knowledge** - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place knowledge** - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography. - Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression in Cookery		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	***Preparing to cook:*** Weighing, measuring, peeling, chopping, creaming, rubbing in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving. ***Understanding Food:*** Produce reports, fact files, Diagrams Use ICT skills Research ***Exploring Balanced Diets:*** Change and adapt a recipe. Identify healthy and less healthy features of a recipe. Presentation skills Non-chronological report. Explanation writing. ***Plan and produce dishes in response to a brief:*** Strengths and weaknesses of menu, planning of preparation process and completed dish. Give examples of how brief has been met. Critical analysis of own planning and recipe.
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question.	**To master practical skills: Cooking skills** - Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures.

	- Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	- Modify recipes according to the needs of a user and the healthy eating plate. - Understand cross-contamination and cook using pre-cooked meats. - Understand how to fry, grill, bake and use a larger range of baking and cooking techniques. Start to use more specialised techniques such as a Bain Marie and piping. Start to use electrical equipment. - Understand nutrition and energy for sporting events. Understand sugar, starch and fibre carbohydrates and the speed at which they release energy. - Begin to understand the function of ingredients in dishes and whether these are physical, nutritional or sensory. - Research, select and modify your own recipes. - Understand cross-contamination and cook using raw meats. Understand cooking temperatures and how to identify when meats are cooked. - Use the oven with confidence, Confidently fry, grill and bake. Mix and combine evenly. Begin to add toppings and garnishes. Start to use more combine techniques and use electrical equipment. Make pastry, use standard components, season and start making sauces. - Understand nutrition and energy in greater detail and its impact on the body. Understand how to make healthy economical dishes for the whole family. - Have a firm understanding of the function of ingredients and select ingredients for their nutritional, sensory and physical properties. ***Mastery:*** - Have a deep seated interest in the subject and bring their own recipes into school. - Use meats, fish and eggs in an organised way, which avoids cross contamination. Demonstrate a high level hygiene and organisation in the kitchen. - Use a vast range of cooking and baking techniques. Confidently use all equipment and bring in their own equipment where appropriate. Start to use more complex techniques, understand a range of icing techniques, develop skills in finishing products. Develop more complex dishes from scratch. - Have a greater understanding of produce and seasonal produce. Use more adventurous ingredients and select more labour intensive and high level skill dishes. - Describe, explain and justify reasons for choice, functions of ingredients and have a developing understanding of portion control. **To design, make, evaluate and improve: Design Process** - Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). - Make products through stages of prototypes, making continual refinements. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. - To develop a design for a specific need or dietary issue. To understand how to create a diet rich in nutrients, minerals, protein and calcium products. To understand how to design diets based around healthier carbohydrate choices.

		- To develop dishes and techniques and modify these through design and making. To reflect on practice and add improvements according to making and development of skill. - To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. - To start to use computer programmes to plan diet and menu planning. - To develop designs which are suitable for a wider range of users. To produce dishes which are economical, on a large scale and produced professionally. To understand how to tailor dishes for a range of user needs, both for a specific user and whole user groups. To base their economical dishes on carbohydrates and fruit and vegetables. To give healthier options for the other nutrient groups. - To develop dishes and techniques and modify these through design and making. To experiment and practice dishes, until they become well presented. - To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. To start to use zoom ins and add more nutritional information, backed up by the impact on our bodies. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. To show more detailed subject knowledge. - To start to use computer programmes to plan diet and menu planning. ***Mastery:*** - To have a deeper understanding of a range of user nutritional needs and show ability to design and select dishes for specific needs, occasions and functions. To produce dishes which are economical, on a large scale and more complex or bespoke dishes. - To base their economical dishes on carbohydrates, fruit and vegetables, protein and calcium. To have an awareness of sugar, salt and fat content. To give healthier options. To substitute ingredients with more complex or specialised ingredients, researched in their own time. - To develop dishes and techniques and modify these through design and making. To experiment and practice dishes, until they become well presented. To work on this after school. To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. To start to use zoom ins and add more nutritional information, backed up by the impact on our bodies. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. To show more detailed subject knowledge. - To start to use computer programmes to plan diet and menu planning.

		To take inspiration from design throughout history. - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience. - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices, according to their own knowledge. To suggest alternatives and modifications. - To demonstrate a knowledge or awareness of cooking out of school and bring own recipes and books into school where applicable. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of what products should look like and how they can be identified as successful. - To design in greater detail, influenced by recipes from the internet, books and their own tastes. To understand the historical significance of products and design based on this information. To add more modern alternatives. - To research in greater depth and be able to deduce whether a recipe to appropriate to make, according to size, proportions and the need of the brief. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of popular cooking culture and the advice of main stream chefs. - To have an awareness of what products should look like and how they can be identified as successful. - To suggest more detailed improvements based on their misconceptions, mistakes and experience. ***Mastery:*** - To design in greater detail, influenced by recipes from the internet, books and their own tastes. But to look into more complex, innovative or niche chefs and their work. - To understand the historical significance of products and design with this information in mind and combine this with more modern techniques. - To research in greater depth and be able to deduce whether a recipe to appropriate to make, according to size, proportions and the need of the brief. To look for more complex recipes and products. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of popular cooking culture and the advice of main stream chefs and more scientific or high end chefs. - To suggest more detailed improvements based on their misconceptions, mistakes and experience. To actively seek improvements, analyse and evaluate their own practice.

Progression in Design Technology		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	-To know why and where different techniques are used and the alternative industrial methods. -To be able to produce sample joints in wood using temporary and permanent methods. -To be able to describe the named finishes. Develop key skills in order to be able to construct a 3D Timber product through several individual projects. -To know aesthetic, functional and mechanical properties, applications and advantages/disadvantages of the following woods when manufacturing products. -To know functional and mechanical properties, applications and advantages/disadvantages of single making of products. -To know why and where different techniques are used and the alternative industrial methods. -To be able to produce sample joints in wood using temporary and permanent methods. -To be able to describe the named finishes. Develop key skills in order to be able to construct a 3D Timber product. -To know how and what equipment and tools to use in order to successfully mark out materials in preparation for manufacture. -To recognise, select, use and the advantages/disadvantages of the named tools and equipment when marking and measuring during the manufacture of products. -To be able to select an appropriate adhesive. -To apply an appropriate finish. Be able to describe a product by taking into account the specification and the design process. -To be able to identify and show a clear list of requirements that forms an understanding of the design process.

		-When designing products students should be able to respond creatively to design brief and specification criteria, including: -Clear communication of design intentions using notes and/ or sketches.
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	-To know why and where different techniques are used and the alternative industrial methods. -To be able to produce sample joints in wood using temporary and permanent methods. -To be able to describe the named finishes. -Develop key skills in order to be able to construct various 3D Timber products. -To know aesthetic, functional and mechanical properties, applications and advantages/disadvantages of the following woods when manufacturing products. -To know aesthetic, functional and mechanical properties, applications and advantages/disadvantages of manufactured boards when manufacturing products. -To know why and where different techniques are used and the alternative industrial methods. -To be able to produce sample joints in wood using temporary and permanent methods. -To be able to describe the named finishes. Develop key skills in order to be able to construct a hanging bird feeder or bird box and other individual 3D Timber products. -To know how and what equipment and tools to use in order to successfully mark out materials in preparation for manufacture. -To recognise, select, use and the advantages/disadvantages of the named tools and equipment when marking and measuring during the manufacture of products. -To be able to carry out the process of wood laminating. (Project specific). -To be able to select an appropriate adhesive. -To apply an appropriate finish. -To know the about the characteristics, preparation, processes, application and advantages/disadvantages of using the heat treatments when altering the properties of metals and other resistant materials. -To know about the characteristics, application and advantages/disadvantages of the scales of production in the manufacture of products -Be able to describe a product by taking into account the specification criteria listed in the specification and design brief. -Be able to determine why each functional or aesthetic point has been incorporated into the product.

		-To be able to identify and show a clear list of requirements that forms specification criteria suitable for a given brief. -When designing products students should be able to respond creatively to design brief and specification criteria, including: -Clear communication of design intentions using notes and/ or sketches.

Progression in Art		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Art and Design Technology – Primary		
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	- Explores what happens when they mix colours. - Experiments to create different textures. - Understands that different media can be combined to create new effects. - Manipulates materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	**Art:** - Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Design Technology:** **Design:** - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.

		Make: - Select from and use arrange of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate:** - Explore and evaluate a range of existing products. - evaluate their ideas and products against design criteria. **Technical Knowledge:** - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. - Understand where food comes from.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	**Art:** - Create sketch books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Learn about great artists, architects and designers in history. **Design Technology:** **Design:** - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design. **Make:** - Select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

		Evaluate: - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design and technology have helped change the world. **Technical Knowledge:** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use mechanical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). - Apply their understanding of computing to program, monitor and control their products.
Art – KS3 and KS4		
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	- Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. - Use a range of techniques and media, including painting. - Increase their proficiency in the handling of different materials. - Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. - Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	- Explore and discuss with the teacher, GCSE style questions from various sources. - Be able to explain what the question is asking students to do on a basic level. - Understand the meaning and the requirements of the 4 main Assessment Objectives for creating GCSE quality work. - Demonstrate realistic problem solving abilities to challenges. - Begin to understand “starting points” for questions and demonstrate the ability to research these starting points. - Continue to explore and use different techniques in recording ideas in sketch books. - Show development of creativity in presenting information and ideas. - Show and use creative influences from artists previously studied in their ideas and their work. - Demonstrate thought processes and experimentation with materials/media. - Analyse, evaluate and reflect on their own work, and that of others, in order to strengthen their portfolio of work. - Be able to competently incorporate use of ICT media into their sketchbook work. - Take responsibility for own learning, creativity and developing of next steps in their chosen question. - Develop a portfolio of work to take forward and support their overall qualification.

Progression in Music		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support.	- Creates movement in response to music. - Sings to self and makes up simple songs. - Makes up rhythms. - Begins to build a repertoire of songs and dances. - Explores the different sounds of instruments.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support.	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music.

	- Be aware of the expectations for behaviour within the class room with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	In development.
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Sit quietly during an activity. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation.	In development.

	- Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the class room. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	

Progression in Photography KS4		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Maintain attention and concentration independently. - Ask relevant questions. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for sessions. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	- Using digital cameras, students capture and edit images showing examples of the camera skills - zoom, flash, downloading images, battery life, portrait, landscape, autotimer and focus - while exploring various sources and starting points. Students also produce examples of the formal elements of photography - colour, tone, shape, line and texture. - Understand the meaning and the requirements of the four Assessment Objectives for creating GCSE quality work. Students develop their ideas (AO1), explore and refine their work (AO2), record their ideas, observations and insights, and reflect on their work and progress (AO3), and present a personal response with a realisation of their intentions (AO4). - Begin to understand starting points for questions and demonstrate an ability to research and use creative influences from other artists and photographers in their ideas and their work. - Show development of creativity in presenting information and ideas. - Demonstrate realistic problem solving abilities to challenges. - Students visit numerous locations around Tyneside, Wearside, Durham and Northumberland and demonstrate thought processes and experimentation with the items and locations presented to them in each of the sessions. - Analyse, evaluate and reflect on their own work, and that of others, in order to strengthen their portfolio of photographs which generates 60% of the final GCSE grade. - Continue to explore and use different techniques in developing their ideas in the portfolio, such as by digital means. - Undertake the Externally Set Task by choosing one of a given set of themes and produce both preparatory work and one or more personal outcomes based on their investigations of a relevant starting point from the options given in the exam

		paper. Students are allowed a total of 10 hours to complete the task. The exam task generates 40% of the final GCSE grade. - Take responsibility for own learning, creativity and developing of next steps in their chosen question.

Progression in Physical Education (PE)		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support.	- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns **Swimming** - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a question. - Respond to a question.	- Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

	- Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration.	- Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming** - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a relevant question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know how to appropriately end an interaction.	- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. - Perform dances using advanced dance techniques in a range of dance styles and forms. - Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. - Take part in competitive sports and activities outside school through community links or sports clubs.
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a relevant question. - Respond to a question. - Take turns to speak.	- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance].

	- Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for lessons. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know how to appropriately end an interaction.	- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. - Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. - Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Progression in Outdoor Learning EYFS, KS1 and KS2		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Early Years:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support.	- Enter and exit a minibus safely. - Travel safely on the mini bus. - Demonstrate safe behaviours when in public areas such as venues, the countryside and the beach. - Be polite and respectful to the general public. - Explore areas safely. - Share ideas and opinions about the topic the visit is based on. - Ask questions appropriately and gather information. - Show respect to the people at the venue and for the venue/area itself. - Record findings where appropriate.
Key Stage 1:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation.	- Enter and exit a minibus safely. - Travel safely on the mini bus. - Demonstrate safe behaviours when in public areas such as venues, the countryside and the beach. - Be polite and respectful to the general public. - Explore areas safely. - Share ideas and opinions about the topic the visit is based on. - Ask questions appropriately and gather information. - Show respect to the people at the venue and for the venue/area itself. - Record findings where appropriate.
Key Stage 2:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Ask a relevant question. - Respond to a question. - Take turns to speak.	- Enter and exit a minibus safely. - Travel safely on the mini bus. - Demonstrate safe behaviours when in public areas such as venues, the countryside and the beach. - Be polite and respectful to the general public. - Explore areas safely. - Share ideas and opinions about the topic the visit is based on.

	- Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session with support. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand other people have different ideas and thoughts. - Understand that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person.	- Ask questions appropriately and gather information. - Show respect to the people at the venue and for the venue/area itself. - Record findings where appropriate.

Progression in Outdoor Education KS3 and KS4		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Key Stage 3:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Maintain attention and concentration independently. - Ask relevant questions. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for sessions. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	**Kayaking:** Follow instructions from the OE instructor. Demonstrate skills in supporting my team. Assess the safety of a situation and act accordingly. Carry the boat correctly and safely to and from the water. Paddle the kayak in a straight line. Paddle a kayak at various speeds. Basic back-paddling. Move safely from the bank into the water and vice versa. Capsize my kayak and get out safely without panic. Empty the kayak and drain the out the water safely. Fit correctly all of the necessary PPE. **Cycling:** Complete safety checks (ABC-quick). Be able to set bike up for themselves (seat height, brakes, tyre inflation). Conduct basic bike pedalling (hill climbing, endurance and cadence). Use brakes to control speed (progressive, skid reduction). Read the trail (avoiding obstacles, ruts, holes etc). Have an awareness of safety (riding as a group, pedestrians and other trail users). Show slow speed control (use of brakes, pedal power). Apply basic cornering (line, angle, confidence, terrain analysis). Use the attack position (use of, importance). Suitable weight shifting (matching terrain/slope angle, timing). **Fishing:** Demonstrate safety awareness (general behaviour around the water's edge, sharps awareness). Show a good level of rod handling/control: awareness of position.

		Casting with control and a level of precision. Show an awareness of fish handling (respect and care for the fish). Use equipment suitably and appropriately. Landing fish accurately and carefully. Understand the use and application of different baits/lures. **Escape and Evasion:** Understand what is expected of me with regards to safety and boundaries. Understand the importance camouflage clothing and wear it to improve my performance. Be aware of and know how to use the surroundings to conceal them. Understand the impact of making noise when concealing. Understand the importance of remaining low and not casting a silhouette. Show awareness of how breaking up my shape/outline creates effective concealment. Be able to understand how to move effectively to minimise the chances of being seen. Understand the importance of listening to staff instructions. Show/use initiative to explore new hiding places. **Climbing:** Develop a good safety awareness (warming up, other climbers). Good awareness of equipment: Harness fit, basic knowledge of rope attachment. Have a basic knowledge of sound climbing technique, use of legs, foot position. Be able to use a variety of different holds, effective resting places. Be able to achieve climbs set by instructor (level of climb suited to the individual). Understand own limits and manage disappointment. **Team skills:** Be able to show compassion to peers. Use own initiative to support the group with equipment and general functioning. Show peer coaching potential. Demonstrate an awareness that their peers perform at different levels. Encourage peers to take part and promote group progression.
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Maintain attention and concentration with support. - Maintain attention and concentration independently. - Ask relevant questions.	**Kayaking:** Follow instructions from the OE instructor. Demonstrate skills in supporting my team. Assess the safety of a situation and act accordingly. Carry the boat correctly and safely to and from the water. Paddle the kayak in a straight line.

	- Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for sessions. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress. - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	Paddle a kayak at various speeds. Move safely from the bank into the water and vice versa. Capsize my kayak and get out safely without panic. Empty the kayak and drain the out the water safely. Fit correctly all of the necessary PPE. **Move the boat precisely under control using draw and sweep strokes.** **Paddle backwards in a straight line.** **Paddle backwards at slow and higher speeds.** **Change direction quickly and assertively under control.** **Cycling:** Complete safety checks (ABC-quick). Be able to set bike up for themselves (seat height, brakes, tyre inflation). Conduct basic bike pedalling (hill climbing, endurance, cadence). Use brakes to control speed (progressive, skid reduction). Read the trail (avoiding obstacles, ruts, holes etc.). Have an awareness of safety (riding as a group, pedestrians and other trail users). Show slow speed control (use of brakes, pedal power). Apply basic cornering (line, angle, confidence, terrain analysis). Use the attack position (use of, importance). Suitable weight shifting (matching terrain/slope angle, timing). **Power assisted front wheel lift (timing, rear brake, control).** **Manual front wheel lift (weight shift, application, rear brake, timing).** **Steep terrain descending (weight shift, seat height awareness).** **Advanced brake control (front:back distribution, high speed control).** **Steep hill climbing.** **Fishing:** Demonstrate safety awareness (general behaviour around the water's edge, sharps awareness). Show a good level of rod handling/control: awareness of position. Casting with control and a level of precision. Show an awareness of fish handling (respect and care for the fish). Use equipment suitably and appropriately. Landing fish accurately and carefully. Understand the use and application of different baits/lures. **Casting long distances with precision where required.** **Independent setup of equipment (including baiting own hook).** **Understand where and when to apply different techniques/types of fishing.**

		Be able to use advanced fish handling techniques: un-hooking, holding fish etc. **Escape and Evasion:** Understand what is expected of me with regards to safety and boundaries. Understand the importance camouflage clothing and wear it to improve my performance. Be aware of and know how to use the surroundings to conceal them. Understand the impact of making noise when concealing. Understand the importance of remaining low and not casting a silhouette. Show awareness of how breaking up my shape/outline creates effective concealment. Be able to understand how to move effectively to minimise the chances of being seen. Understand the importance of listening to staff instructions. Show/use initiative to explore new hiding places. **Show that they can use effective camouflage clothing and surrounding foliage to hide themselves effectively.** **Demonstrate a mature and responsible attitude towards the team (assisting weaker students and guiding them to more effective areas/places).** **Understand advanced use of face paints for effective concealment.** **Show high levels of awareness with movement between points undetected.** **Climbing:** Develop a good safety awareness (warming up, other climbers.) Good awareness of equipment: Harness fit, basic knowledge of rope attachment. Have a basic knowledge of sound climbing technique, use of legs, foot position. Be able to use a variety of different holds, effective resting places. Be able to achieve climbs set by instructor (level of climb suited to the individual). Understand own limits and manage disappointment. **Be able to set own technical targets in order to maximise progress.** **Demonstrate the use of effective climbing technique (efficiency, technical moves).** **Tie independently in using re-threaded fig 8 knot.** **Independent correct fitting of harness and other equipment.** **Team skills:** Be able to show compassion to peers and act accordingly. Use own initiative to support the group with equipment, general functioning whilst encouraging others to assist. Use peer coaching to develop the confidence and skills of peers. Have a good awareness that their peers perform at different levels. Encourage peers to take part and promote group progression. Offer praise to peers and understand the value of raising self-esteem.

Progression in Duke of Edinburgh – Bronze Award		
	Pupils who attend Silverdale School have experienced gaps and barriers in their social development so our main aim is for our children to be able to regulate with support at first and then independently so that they are ready to learn. Some of the SEMH skills are taken from the Early Years Outcomes and are tailored to meet the needs of our pupils regardless of their age, they need these skills to participate and collaborate in learning opportunities.	We expect pupils to be able to do the following by the end of each Key Stage in their key learning to show that they are ready to move onto the next stage of their learning:
Key Stage:	***SEMH skills to support learning:***	***Key Learning:***
Key Stage 4:	- Listen and show interest. - Accept support and help from an adult. - Respond to an instruction. - Appropriately participate in an activity. - Maintain attention and concentration with support. - Ask a relevant question. - Respond to a question. - Take turns to speak. - Listen and respond to another person in a conversation. - Listen and respond to others in a conversation. - Confidently speak to others about their own needs, wants, interests and opinions. - Begin to negotiate and solve problems with support. - Be aware of the expectations for behaviour within the session. - Arrive promptly for sessions. - Be aware of their audience and how to speak in front of them. - Be able to disagree without aggression or distress - Understand and accept that other people have different ideas and thoughts. - Understand and accept that people can have the same ideas and thoughts. - Be able to debate an idea without being overwhelmed by frustration. - Know when to appropriately interrupt another person. - Know how to appropriately end an interaction.	**Volunteering Section: (Litter Picking)** This section of the D of E Award aims to inspire young people to make a difference within their communities and develop compassion by giving service to others. Students will plan their volunteering experience, including who/what they will help, what they will do, where they will do it and for how long. **Skill Section: (Fishing)** This section of the D OF e Award aims to inspire young people to develop their practical and social skills and personal interests. Students will choose an activity and, with adult support, set an appropriate challenge. They can choose to develop a new skill or improve an existing one. **Physical Section: (Gym)** The aim of this section of the D of E A ward is to inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in a physical activity. **Expedition Section:** The aim of this section of the D of E Award is for young people to develop initiative and a spirit of adventure and discovery, by planning and training for an adventurous self-sufficient journey as part of a team. Every week, students will complete training for their expedition in line with the D of E Bronze Award criteria. **Expedition Section:** Students will continue their training for the Expedition assessment, improving their expedition skills and their chosen mode of travel. Within this unit, students will undertake sufficient practice expeditions to enable them to travel safely and complete their qualifying expedition and the end of the unit.

		Once prepared, participants will undertake their expedition, which will be observed by their Accredited Assessor.

Progression in Thrive

What is Thrive?

Thrive is a therapeutic approach to help support children with their emotional and social development.
The Thrive approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.
Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning.
Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period of time.
Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.

Stages:

There are six development strands.

Child development can be depicted as six strands of experience, each with accompanying tasks and opportunities. These translate into six fundamental aspects of learning for emotional and social development: learning to be, learning to do, learning to think, learning to be powerful and have an identity, learning to be skilful and have structure and learning to be independent, relate to your peers and become secure in your sexual identity.

- Being
- Doing
- Thinking
- Power and Identity
- Skills and Structure

- Separation and Sexuality.

We always asses each child at the Being Strand as a starting point. We then can provide repeated consistency contained and regulated experiences to help with the child's interrupted development.

Thrive Sessions:
Each child can be offered individual sessions throughout the school day on either a one to one or small group. A thrive session can also be used on a needs met basis.

Why might my child attend a Thrive Session?
Many children experience difficulties during their time at school. These may include:
Difficulties with friendships
getting into trouble at playtime
Finding it hard to settle in the classroom
Finding it difficult to manage their strong feelings.
Not knowing who to turn to when feelings are too big to manage on their own.
These situations can lead to many different feelings which may seem overwhelming at times. They may include anger, frustration, sadness, loneliness, confusion or anxiety. All these feelings are very normal and happen to a lot of children. The Thrive sessions are to help children learn to manage their feelings and teach them strategies that will help promote their learning at school.

Currently the Primary children at main site and students at the Learning Centre have access to sessions with a Thrive Practitioner.
The whole school delivers of Thrive Approach in every day interactions.

What will happen in a Thrive session?
The session will be planned to incorporate the child's Development Task, Key Task, and chosen learning target to work on.

Activities may include: Storytelling, Arts and Crafts, Sand Play, Movement and Relaxation, Circle games, Role play and puppet work, cookery, clay work or modelling.

Progress:
Each child has their own file which contains their individual profile, profile score, baseline skills results and action plans, together with session plans and recorded activities done during their sessions.
Their progress is monitored by re-profiling every 3 months.

Our vision and aims:

Our vision is to:

Develop children emotionally so they are able to recognise and distinguish their emotions and learn ways of responding to their feelings appropriately.

We aim to:

Provide alternative support for children who are experiencing emotional, social or behavioural difficulties.

Provide a safe and calm environment for children to develop their skills.

Enable children to take pride in their achievements and enhance self-esteem

Help children to manage their feelings and develop skills to enjoy and participate in school life.

Use positive approaches to manage all behaviours.