

# Kingfisher Learning Journeys

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# Art and Design

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

[National Curriculum - Art and design key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>ADA1</b> Experience a multi-sensory approach to art that encourages exploration with all the senses.	<b>ADM1</b> Engage with a multi-sensory approach to art and design that encourages exploration with all the senses. e.g. rolling paint, tearing paper, sprinkling glitter	<b>ADS1</b> Use a range of materials and media and tools purposefully to express ideas and feelings in a creative way.	<b>ADF1</b> Use a range of materials creatively to design and make products.
<b>ADA2</b> Explore multi- sensory art activities with different body parts.	<b>ADM2</b> Handle or use a range of drawing /modelling tools and sensory art resources e.g. paintbrush, rollers, crayons, shaving foam, salt dough	<b>ADS2</b> Independently select appropriate materials, media and tools for a set task.	<b>ADF2</b> Independently select appropriate materials, media and tools for a set task and follow  an established pattern of activity e.g. gathering appropriate materials, taking part in the activity and stopping work when finished.
<b>ADA3</b> Begin to make marks with support	<b>ADM3</b> Explore making intentional marks with their body, a range of tools and different media.	<b>ADS3i</b> Intentionally make marks that demonstrate lines, shapes etc. to represent objects.  <b>ADS3</b> Explore what happens when they mix colours, observing the changes seen.  <b>ADS3ii</b> Make representational pictures e.g. drawing a person, painting a picture of a cat.  <b>ADS3iii</b> Develop an awareness of pattern in their environment	<b>ADF3</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

<p><b>ADA4</b> Experience a range of objects relating to design e.g. boxes, junk play</p>	<p><b>ADM4</b> Experiment with different colours including making choices,</p> <p><b>ADM4i</b> Be supported to make simple models that represent ideas i.e. sock puppets,</p>	<p><b>ADS4</b> Explore colour, pattern, texture shape, form and space in two and three dimensions.</p>	<p><b>ADF4</b> Name primary and secondary colours.</p>
	<p><b>ADM5</b> Demonstrate that they can remember learnt responses to familiar activities e.g. returning hand to a substance, rolling dough, placing brush in paint</p> <p><b>ADM5ii</b> Use tools to impact materials i.e. roll clay to flatten it</p>	<p><b>ADS5</b> Carry out a sequence of work to completion with adult support.</p> <p><b>ADS5i</b> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p><b>ADF5</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>ADF5i</b> Use their observational skills to represent things from a range of environments e.g. outside</p>
		<p><b>ADS6</b> Show understanding that paintings, sculptures and drawings have meaning.</p> <p><b>ADS6i</b> Use learnt skills and a range of media to express themselves creatively</p> <p><b>ADS6ii</b> Express an opinion on a piece of work</p>	<p><b>ADF6</b> Ask and answer questions about their work.</p> <p><b>ADF6i</b> Give reason for choices when expressing themselves creatively</p> <p><b>ADS6ii</b> Express an opinion on a piece of work and give reasons for this</p> <p><b>ADF6iii</b> Evaluate their work and offer suggestions for improvement</p>
			<p><b>ADF7</b> Know 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.</p>

**Generics:**

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay
- To know about some great artists, architects and designers in history.

# Computing

Beyond the Learning Journey, pupils will follow

National Curriculum Key stage 1 and 2 [National Curriculum - Computing key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>CA1</b> Encounter and experience a range of sensory stimuli from an electronic source e.g. digital sounds (telephone, music device), lights (screen, bubble tube), movement (vehicles), screen.</p> <p><b>CA1i</b> Encounter and experience a range of ICT effects and other stimuli (e.g. Foot spa, fans, Vibe tube/pillow etc.)</p>	<p><b>CM1</b> Actively engages with a range of control devices and or toys / objects with an understanding of cause and effect, showing displeasure if desired result is not met</p> <p><b>CM1i</b> Recognise images or videos of themselves and others on photographs and ICT devices.</p>	<p><b>CS1</b> To be able to sustain attention on a computer-based activity for an appropriate amount of time.</p>	<p><b>CF1</b> Show an awareness of the function of appliances and equipment within their personal environment</p>
<p><b>CA2</b> Respond and begin to show an interest in sensory stimuli from an electronic source e.g. sound, movement or bright light, temperature.</p> <p><b>CA2i</b> Show a preference and affective responses e.g. turns toward music/lights</p>	<p><b>CM2</b> Make a choice from an increasing number of pictures both on and off the computer</p> <p><b>CM2i</b> Listen and responds to a range of digital material</p> <p><b>CM2ii</b> Respond to changes in picture and sound including showing preferences</p>	<p><b>CS2</b> Press a switch or give commands at the appropriate time to get the required result E.g. playing games, recording audio, making a phone call or using a digital camera</p>	<p><b>CF2</b> Be able to pick and use an appropriate medium to complete a task (e.g Turn up the volume on the TV/Whiteboard, create and print a picture, write a simple message, take a photograph or video using a digital camera or iPad)</p>
<p><b>CA3</b> Track vertical and horizontal movements of objects on and off screen.</p> <p><b>CA3i</b> Anticipate and begins to connect an outcome with a switch press, with or without support.</p> <p><b>CA3ii</b> Tolerate the positioning of ICT equipment in relation to their bodies for short periods.</p>	<p><b>CM3</b> Actively engages with a range of matching activities on the screen.</p> <p><b>CM3i</b> Interact with ICT programs, using a device (e.g. finger/switch) to select, move or match to achieve a desired result</p>	<p><b>CS3</b> Understand that different buttons / switches can create different effects e.g. control a remote control vehicle, photocopier, iPad app / computer program, mouse skills, play back an audio recording/DVD.</p> <p><b>CS3i</b> Demonstrate patience waiting for a machine to complete a task e.g. load a page / image to load, microwave to finish, or cistern to fill up.</p>	<p><b>CF3</b> Begin to show independence in their ICT work and recognise when a problem occurs.</p>

		<b>CS3ii</b> Use the keyboard or touch screen as an input device e.g. to login, simple search engine, type name	
<b>CA4</b> Encounter and use a range of switches within the environment with or without support.  <b>CA4i</b> Engage with a range of control devices and simple ICT packages. E.g. Art packages switch it programs or piano keyboard	<b>CM4</b> Use a range of equipment including ICT, iPad, and computer keyboard to make sound patterns.  <b>CM4i</b> Sequence an increasing number of steps to make something happen using ICT equipment.  <b>CM4ii</b> Take turns during a game situation in different activities including ICT activities with support.	<b>CS4</b> Show an understanding that some devices require user input e.g. microwave, camera, and iPad  <b>CS4i</b> Develop the ability to give and to follow basic sequential instructions e.g. when programming a floor turtle forwards or backwards/ directing a friend in a series of simple movements.  <b>CS4ii</b> Takes turns in games with decreasing amount of support.	<b>CF4</b> Design a simple program e.g using software such as Scratch Jnr
		<b>CS5</b> Communicate about their use of ICT  <b>CS5i</b> Use ICT to communicate their ideas e.g. voice recording, filming, word processing/presenting	<b>CF6</b> Knows how to save and retrieve files (e.g. MS Paint images, previously completed work, audio files, photos or video segments, etc).
		<b>CS6</b> Know that information can be stored on a computer or in the 'cloud'	<b>CF8</b> Understands that some files and accounts can be protected by passwords
		<b>CS7</b> Understand that electricity and computers can be dangerous (shock hazard, trip hazard on wires, hurt from knocking over equipment, cuts from broken glass or plastic).	<b>CF9</b> To be able to give and follow instructions precisely, like a computer (make an algorithm).
			<b>CF9i</b> Identify when and where instructions go wrong if these were followed precisely (debug a program e.g using beebots)

# Design and Technology

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

[National Curriculum - Design and technology key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>DTA1i</b> Experience a range of objects and technologies with a functional meaning to them i.e. utensils, arts and craft tools, switches, iPad, eye gaze, personal equipment etc.</p> <p><b>DTA1ii</b> Experience a range of materials and fabrics</p>	<p><b>DTM1i</b> Engage with a range of common objects that are used in everyday life with less support possibly demonstrating leant responses</p> <p><b>DTM1ii</b> Have the opportunity for free play with a range of materials, objects and technologies</p> <p><b>DTM1iii</b> Explore and recognise the use of some familiar products e.g. bags, toys, clothing</p>	<p><b>DTS1</b> Select from and use a wide range of materials and components, including construction</p> <p><b>DTS1i</b> Explore a range of existing products</p>	<p><b>DTF1</b> Design and make familiar products using a range of tools and techniques that are useful to them e.g. cards, different toppings for pizza</p> <p><b>DTF1i</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>DTF1ii</b> Evaluate a range of existing products</p>
	<p><b>DTM2i</b> Work with simple tools with support, exploring and copying e.g. glue spreader, brushes, rollers, mark making tools</p> <p><b>DTM2ii</b> Explore operating technology with purpose e.g. a range of switches, apps, toaster</p>	<p><b>DTS2</b> Try out a more extensive range of tools and techniques safely eg scissors, hole punch, stapler, rolling pin, paper cutter, knife, grater and begin to use appropriate vocabulary</p> <p><b>DTS2i</b> Select from and use a range of tools and equipment to perform practical tasks materials, textiles and ingredients, according to their characteristics</p> <p><b>DTS2ii</b> Know some different joining methods which they will use with or without physical support e.g. tying, sticking, threading</p>	<p><b>DTF2</b> Explain what they are making and which tools they are using</p>

		<b>DTS3</b> Explore and use mechanisms in their products e.g. levers, sliders, wheels and axles	<b>DTF3</b> Build structures, exploring how they can be made stronger, stiffer and more stable
	<p><b>CM4</b> Use a range of equipment including ICT, iPad, and computer keyboard to make sound patterns.</p> <p><b>CM4i</b> Sequence an increasing number of steps to make something happen using ICT equipment.</p> <p><b>CM4ii</b> Take turns during a game situation in different activities including ICT activities with support.</p>	<b>DTS4</b> Talk about their ideas saying what they like and dislike	<b>DTF4</b> Talk about their ideas saying how they can improve an idea
		<b>DTS5</b> Explore familiar edible products such as smoothies and sandwiches and make adaptations	<b>DTF5</b> Design and make edible product based on knowledge of familiar products such as a smoothie
			<p><b>DTF6</b> Generate, develop, model and communicate their ideas using drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>DT6i</b> Evaluate their ideas and products against design criteria</p> <p><b>DTF6ii</b> Suggest adaptation or improvement to their work eg a change of colour, more pizza topping</p>

# Geography

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

[National Curriculum - Geography key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>GA1</b> Show awareness of and respond to their environment e.g. locating and tracking sounds</p> <p><b>GA1i</b> Accept and engage in exploration and explore materials. E.g. feeling the textures of different items of clothing or outdoor surfaces in their immediate environment</p>	<p><b>GM1</b> Show awareness of and begin to explore their immediate environment, noticing different features. E.g. classroom, school building, school grounds</p> <p><b>GM1i</b> Show awareness of indoors and outdoors</p>	<p><b>GS1</b> Show awareness of the wider environment. E.g. Abingdon, local shops, park, sports centre etc.</p> <p><b>GS1i</b> Recognise and name some buildings. E.g. Church, school, house, shop, sports centre.</p>	<p><b>GF1i</b> Find key places on a local map eg house, school, shop, river</p> <p><b>GF1ii</b> Use simple observational skills to study the geography of their school and its grounds and the Key human and physical features of its surrounding environment.</p> <p><b>GF1iii</b> Use first-hand observation to enhance their locational awareness. Look at their immediate environment and communicate features they like and dislike or things they would like to change e.g. moving furniture or adding plants etc...</p>
<p><b>GA2</b> Show awareness of the effects of their own actions on and in an environment</p>	<p><b>GM2</b> Know that things have a place/location eg coats, hygiene area, register.</p>		
<p><b>GA3</b> Show awareness of different weather conditions e.g. rain on face, warm sun etc</p>	<p><b>GM3</b> Show awareness of different types of weather and the clothes you might wear.</p>	<p><b>GS3</b> Know that there are different types of weather and independently select appropriate clothing</p>	<p><b>GF3</b> Know that weather changes throughout the year and can be linked to the seasons</p> <p><b>GF3ii</b> Use different sources to find out about the weather e.g. internet, newspapers, television</p> <p><b>GF3iii</b> Recognise that weather can be represented in different ways e.g. symbols, computer graphics</p>



<p><b>GA4</b> Show awareness of movements/travel/change of location</p>	<p><b>GM4</b> Observe and explore different environments/ places. E.g. Light room, swimming pool, playground, field educational visit.</p> <p><b>GM4i</b> Recognise different places and people linked to these places in their environment e.g. a shopkeeper at the till</p> <p><b>GM4ii</b> Know that some places are special to them E.g. grandparents' house, supermarkets, school etc</p>		<p><b>GF4</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some other countries, continents and oceans. Locate some countries, continents and oceans</p> <p><b>GF4i</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and a small area in a contrasting non-European country.</p> <p><b>GF4ii</b> Use aerial photographs and google earth.</p> <p><b>GF4iii</b> Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, cliff, forest, hill, valley, mountain, sea, ocean, river, season and weather.</p> <p><b>GF4iv</b> Key human features, including: city, town, village, factory, farm, house, office, port/harbour and Shop.</p> <p><b>GF4v</b> Develop knowledge about the world, the United Kingdom and their locality. Become aware that some places are further away than others and so different types of transport are needed to make the journeys e.g. boats for the sea, bus into Oxford</p> <p><b>GF4vi</b> Explore geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of</p>
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			<p>a small area in a contrasting non-European country.</p> <p><b>GF4vii</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p><b>GA5</b> Show interest in events and objects with increasing consistency e.g. recognising familiar objects in the classroom, field, hall etc.</p>	<p><b>GM5</b> Apply simple solutions to problems in their environment with expected results. E.g If the door's closed open it/communicate help to allow them to use and explore different places</p>	<p><b>GS5</b> Find their way around familiar places following routes and pathways E.g. to take the register to the office, find the ball pool</p> <p><b>GS5i</b> Know some safety aspects linked to local geographical features. E.g. roads, rivers</p>	
	<p><b>GM6</b> Experience different cultures and races</p> <p><b>GM6ii</b> Experience stories from a variety of countries and cultures</p>		<p><b>CEF6</b> Answer why and how questions.</p> <p><b>CEF6i</b> Participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p><b>CEF6ii</b> Particcate in discussions, presentations, improvisations and debates</p>
	<p><b>GM7</b> Recognise common signs and symbols as they move around their immediate environment e.g. toilet, ball pool</p>	<p><b>GS7</b> Recognise some symbols and pictures in the wider environment. E.g. local supermarket</p>	
	<p><b>GM8</b> Know some simple maps. E.g. looking at google maps, atlases,</p>	<p><b>GS8i</b> Know some features of simple maps. E.g. look at simple grid references, identify land and sea, roads etc.</p> <p><b>GS8ii</b> Use symbols and pictures to create a simple map.</p>	<p><b>GF8</b> Use symbols and pictures to create a simple map and include basic symbols using a key.</p>

	<p><b>GM9</b> Experience the concept of different countries</p> <p><b>GM9ii</b> Explore simple differences between two countries e.g hot/cold</p>		<p><b>GF9</b> Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p>
		<p><b>GS10</b> Follow simple directions. E.g. go along the corridor and through the door.</p>	
		<p><b>GS11</b> <i>Pupils begin to understand their role in caring for their local environment. PSHE?( isn't in Geog NC until KS3)?</i></p>	

**Generics:**

Describe and understand some key aspects of: Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle. *Do we want all or just choose the ones we think are pupils can relate to? If yes we can include this into FEW ( we do some of these in topics already). GF 11*

Understand basic subject-specific vocabulary.

# History

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

[National Curriculum - History key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>HA1</b> Develop an awareness of self-e.g. visual tracking, responding to name</p>	<p><b>HM1</b> Show an understanding of self and identity i.e. recognizes photos of self, their home, responds to key names etc.</p> <p><b>HM1i</b> Recognise some different stages of life.</p>	<p><b>HS1</b> To show an understanding of self and identity over time i.e. recognises photos of self when younger, places that have had personal significance to them etc.</p>	<p><b>HF1</b> Know how events, people or objects e.g. technology has changed in their lifetime.</p> <p><b>HF1i</b> Look at and sort objects and pictures from their past with increased understanding of the passage of time. e.g. baby photos and toys</p>
<p><b>HA2</b> Develop an awareness of daily activities and routines.</p>	<p><b>HM2</b> Show an anticipation of and response to the sequence of familiar activities and routines e.g. daily routines, days of week, socks before shoes</p> <p><b>HM2i</b> Respond in a functional way to 'now and next'</p>	<p><b>HS2</b> Carry out familiar daily routines independently and in the correct order e.g. <i>getting ready to go out to play, go home</i></p> <p><b>HS2i</b> Show anticipation about specific time-based events which are happening in the near future e.g. P.E. tomorrow</p> <p><b>HS2ii</b> Begin to use key vocabulary e.g. yesterday, today, tomorrow</p>	<p><b>HF2</b> Order a few events in chronological order</p> <p><b>HF2i</b> Order the days of the week</p> <p><b>HF2ii</b> Use words and phrases such as now, then, yesterday, a long time ago, before I was born, tomorrow, in the future</p> <p><b>HF2iii</b> Identify similarities and differences between then and now</p>
<p><b>HA3</b> Develop an awareness of familiar and significant people in their lives</p>	<p><b>HM3</b> Recognise familiar and significant people and how they relate to them</p> <p><b>HM3i</b> Notice simple similarities and differences between people.</p>	<p><b>HS3</b> Name and describe people who are important to them</p> <p><b>HS3i</b> Show an interest in the lives and experiences of other familiar people e.g. parents, grandparents</p>	<p><b>HF3</b> Learn about significant people e.g. the Queen, Guy Fawkes</p> <p><b>HF3i</b> Know where the significant people and events fit in to chronological framework.</p>

			<b>HF3ii</b> Know about historical events, people and places in the local area
<b>HA4</b> Share in activities linked to significant events for themselves and their immediate community e.g. birthdays	<b>HM4</b> Show awareness that birthdays are significant events for themselves and others  <b>HM4i</b> Participate with celebrating cultural, religious and community events	<b>HS4</b> Remember and attempt to communicate information about significant events in their own experience e.g. weekend news, birthday parties and holidays	<b>HF4</b> Know that key events happen in certain months of the year e.g. birthdays  <b>HF4ii</b> Learn about significant events that happened in the past through stories, video clips etc...e.g. The Gunpowder plot (To choose events to match topics)
	<b>HM5i</b> To show an awareness of changes linked to time passing	<b>HS5</b> Develop an understanding of changes linked to time passing e.g. looking at baby photos, baby clothes, watching seeds grow	<b>HF5</b> Show an understanding of historical changes linked to time passing e.g. dancing, fashion or music
			<b>HF6</b> Use a simple timeline to order events
			<b>HF7</b> Ask and answer questions using secondary sources to broaden our knowledge of the past.

**Generics:**

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past
- Identify different ways in which the past is represented.

**Suggested Local History Topics and Places:**

Abingdon Abbey and churches, Britain's oldest 'town', Boat Race, Bun-Throwing, The Unicorn Theatre, MG Car Club, The Mini Car Plant, Didcot Railway, Oxford Castle/City/University, The Old Gaol, Didcot Power Station. The 'Story Museum' Oxford, Abingdon Museum. The Ashmolean Museum, Blenheim, Cogges Museum Witney.

# Internet Safety

This Learning Journey incorporates the Oxfordshire Special School Framework for Relationships Education (Primary) and Relationship and Sex Education (RSE) (secondary). For further Information and Activities please refer to this document

([http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/RSE\\_framework\\_for\\_pupils\\_with\\_SEND\\_and\\_vulnerabilities.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/RSE_framework_for_pupils_with_SEND_and_vulnerabilities.pdf))

<b>All pupils will:-</b> Due to the stage of the pupils, outcomes are dependent on adults keeping pupils safe by:	<b>Most pupils will:-</b>	<b>Some pupils will:-</b>	<b>A few pupils will:-</b>
<b>ISA1</b> Ensuring that content viewed is appropriate for the individual.	<b>ISM1</b> Show awareness that the internet can be used for a variety of purposes	<b>ISS1</b> Know that the internet can be used for a variety of purposes e.g. to communicate with others around the world, watching media, shopping and researching.	<b>ISF1</b> Know how to use the internet for a variety of purposes and can demonstrate examples of this
<b>ISA2</b> Equipment/Software used by pupils will have appropriate security and privacy settings to ensure safety	<b>ISM2</b> Show awareness that we need to stay safe on the internet	<b>ISS2</b> Know the importance of keeping their own and others' personal information safe and confidential.  <b>ISS2i</b> Know that some digital content has age restrictions and can identify examples.	<b>ISF2</b> Know that internet settings can be altered to improve safety.  <b>ISF2i</b> Know that age restrictions can function as a guide to the nature of the content.  <b>ISF2ii</b> Know how to keep their own and others' personal information safe and confidential and know what information this should include e.g. passwords and addresses.
	<b>ISM3</b> Show a willingness to share what they access online with an adult.	<b>ISS3</b> Know that our messages/media is viewed by others online including people we had not intended to communicate with.  <b>ISS3i</b> Know that people can pretend to be others when speaking online.	<b>ISF3</b> Know that an electronic record of images and communications made online can often be viewed by others for many years to come.

			<p><b>ISS3i</b> Know the danger of giving out information to friends that they have met online.</p> <p><b>ISF3ii</b> Know that online information can be untrue/false and potentially dangerous e.g. Fake News, altered images.</p> <p><b>ISF3iii</b> Show understanding that the internet can present a distorted view of relationships, sexual and otherwise</p>
		<p><b>ISS4</b> Know who to tell if they are upset by something online.</p> <p><b>ISS4i</b> Know online relationships can be positive and negative just like real-life relationships</p>	<p><b>ISF4</b> Know the steps to take if they have a concern with an online communication or something they have seen.</p> <p><b>ISF4i</b> Know to take responsibility for their actions online in a similar fashion to real-life. They realise that written communications can be misunderstood.</p> <p><b>ISF4ii</b> Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p><b>ISF4iii</b> Identify harmful behaviours online including harmful memes and challenges.</p>
		<p><b>ISS5</b> Show an awareness that their use of internet should balance with other offline activities in their life.</p>	<p><b>ISF5</b> Show understanding that the internet can be addictive and understand the importance of limiting screen time.</p>

			<b>ISF5i</b> Identify some potentially dangerous links/popups on the internet and know to avoid these.
		<b>ISS6</b> Know what an advert is and can identify examples of this. <b>ISS6i</b> Know that adverts and popups can lead to unsafe webpages.	<b>ISF6</b> Know that advertisements are designed to grab attention and tempt you to part with your money.
			<b>ISF7</b> Know that sharing and viewing indecent images of pupils (including those created by pupils) is a criminal offence which carries severe penalties including jail.



# Music

Beyond the Learning Journey, pupils will follow National Curriculum Key stage 1 and 2

[National Curriculum - Music key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>MA1</b> Experience and encounter a range of familiar sounds, songs and music as part of daily routines</p>	<p><b>MA1i</b> Engage coactively with a range of familiar sounds, songs and music as part of daily routines i.e. show anticipation of good morning song or music of reference, join in with resonance board activities etc.</p> <p><b>MA1ii</b> Take part in call and response activities (including with voice and instruments)</p> <p><b>MA1iii</b> Show preferences for favourite songs and sound based activities (allow opportunities for choice making)</p>	<p><b>MS1</b> Sing routine/ well known songs i.e. hello songs, nursery rhymes, pop songs</p>	<p><b>MF1</b> Express their own responses to music combining movement, voice and instruments including singing songs and speaking chants and rhymes</p>
<p><b>MA2</b> Show an awareness of and response to different music and sounds through physically and/or emotionally alertness.</p>	<p><b>MM2</b> Engage with and respond to a range of different types of music physically and emotionally i.e. dancing, stilling, playing an instrument, using voice</p> <p><b>MM2ii</b> Engage with actions songs</p>	<p><b>MS2</b> Show recognition and awareness of different tempos by moving, vocalising or playing instruments in response to music e.g. quickly/slowly</p> <p><b>MS2i</b> Show recognition and awareness of different pitch by vocalising or playing instruments in response to music e.g. loud/quiet/high/low</p>	<p><b>MF2</b> Experiment and improvise with sounds to create sound stories using sounds to represent ideas e.g. weather sounds, footsteps</p>
<p><b>MA3</b> Have the opportunity for coactive exploration of different sounds (including, use of their own voice, body</p>	<p><b>MM3</b> Explore a range of different instruments with increasing independence and experiment with different ways of making sounds</p>	<p><b>MS3</b> Copy sounds linked to a particular idea or theme e.g. tapping knees to make rain</p>	<p><b>MF3</b> Play tuned and untuned instruments musically</p>

percussion, instruments, environmental sounds etc.)	(including, use of their own voice, body percussion, instruments, environmental sounds etc.)		
	<p><b>MM4</b> Respond to a regular steady beat e.g. marching, tapping, swaying</p> <p><b>MM4ii</b> Respond to changes in volume by recognising, exploring and expressing preference</p>	<p><b>MS4</b> Create simple repeated rhythm patterns</p>	<p><b>MF4</b> Respond to simple musical scores e.g. colours or marks on a score to represent when to play a particular instrument</p>
	<p><b>MM5</b> Copy simple repeated rhythm patterns</p>	<p><b>MS5</b> Develop an awareness of others when creating and responding to music as part of a small group e.g. taking it in turns to play</p> <p><b>MS5i</b> Take part in-group performances.</p>	<p><b>MF5</b> Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p><b>MF5i</b> Take part in solo performances</p>
	<p><b>MM6</b> Experience creating and responding to music as part of a small group e.g. playing instruments together, turn taking, call and response songs or joining in with a circle dance or game etc.</p>	<p><b>MS6</b> Play with increasing ability (able to express simple feeling i.e. sad/ happy sounds .’</p>	
	<p><b>MM7</b> Listen with concentration and understanding to a range of high-quality live and recorded music and give and begin to show a preference</p>	<p><b>MS7</b> Give an opinion on the music Listen with concentration and understanding to a range of high-quality live and recorded music and show a definite preference</p>	<p><b>MF7</b> Listen with concentration and understanding to a range of high-quality live and recorded music and give an opinion on this</p>

#### Key Elements:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising, manipulating ideas within musical structures and reproducing sounds from aural memory.
- Listen with attention to detail and recall sounds with increasing aural memory
- 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

In line with KS1 The Oxfordshire Agreed Syllabus [Microsoft Word - Final Oxfordshire Agreed Syllabus for RE 2015 - 20 AS.docx](#)

- learning should be drawn from Christianity and at least one other principle religion (Hinduism, Judaism and Islam.)
- Learning should reflect any significant local religious community and non-religious views.

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>RA1</b> Develop an awareness of themselves, others and the world around them	<b>RM1</b> Show a growing awareness of self, appreciating that they are valued and cared about	<b>RS1</b> Develop an understanding that other people are valued and cared about	<b>RF1</b> Show some respect and care for themselves, others and the world around them
<p><b>RA2i</b> Experience and encounter special people, objects, times and activities associated with themselves and familiar people</p> <p><b>RA2ii</b> Have the opportunity for memorable experiences using religious celebration through artefacts, stories, music e.g. Christingle sensory experience, experience a Passover celebration, sensory stories, visitors etc.</p>	<p><b>RM2i</b> Recognise themselves and special people, objects, times and activities in their lives</p> <p><b>RM2ii</b> Participate in and show an understanding of celebrations that link to their own immediate experiences i.e. Christmas/ Eid etc</p>	<b>RS2</b> Develop a functional understanding of special people and celebrations in relation to their own lives.	<b>RF2</b> Explain the importance of special people and celebrations in relation to their own lives.
<b>RA3</b> Have open opportunities for supported exploration of a range of activities in art, music, movement, dance, role-play, and design and technology using religious artefacts as a stimulus (home corner, dressing up boxes, interest areas, artefacts, story books etc.)	<b>RM3</b> Begin to participate co actively in multi-sensory experiences (from their own and other religions and cultures) that use religious artefacts/ celebrations/ stories/ art/ dance as their stimulus. .	<p><b>RS3i</b> Find some meaning from the experiences for themselves - Following on from active involvement of multi-sensory experiences of religion (i.e. through stories music, artefacts, food and places)</p> <p><b>RS3ii</b> Develop an understanding that different things are special to different people, religions and Cultures</p>	<p><b>RF3i</b> Following on from active involvement of multi-sensory experiences of religion (through stories music, artefacts, food and places) Develop understanding of how beliefs can be important to themselves and others.</p> <p><b>RF3ii</b> Ask questions about the ideas and believes covered.</p>

		<b>RS3iii</b> Show an awareness of routines and practices linked to specific religions and places	
<b>RA4</b> Give a response to experiences	<p><b>RM4i</b> Show an awareness of their own feelings and emotions (demonstrating consistent likes and dislikes, responses) within experiences over time.</p> <p><b>RM4ii</b> Show a developing awareness of the emotions of others (laugh with peers, show empathy at crying)</p>	<p><b>RS4i</b> Explore feelings linked to the religious experience such as worship, wonder, praise, thanks, concern, joy and sadness.</p> <p><b>RS4ii</b> Show an understanding of what can affect feelings in themselves.</p> <p><b>RS4iii</b> Show increasing awareness of and response to the feelings of others including how they can influence the feelings of others.</p>	<b>RF4</b> Give their own opinion to feelings linked to the religious experience such as worship, wonder, praise, thanks, concern, joy and sadness.
<b>RA5</b> Experience times of stillness e.g. TAC PAC, Atmospherics, Massage stories	<b>RM5</b> Show an appropriate response to times of stillness	<b>RS5</b> Be introduced to the idea of stillness as a time for quiet reflection i.e. guided meditations	<b>RF5</b> Explore the importance of stillness as a time for quiet reflection i.e. guided meditations, yoga, mindfulness
<b>RA6</b> Experience resources and teaching that reflect religious diversity	<b>RM6</b> Begin to notice differences between people	<p><b>RS6i</b> Know simply that all people are different but deserve equal respect and care</p> <p><b>RS6ii</b> Ask and answer questions about the differences between people, places, beliefs etc.</p>	<b>RF6</b> Compare different ideas or beliefs on a topic and explore why people have different ideas.
	<b>RM7</b> Know 'yes' and 'no'	<b>RS7</b> Know about other religions to their own.	<b>RF7</b> Know about other religions to their own and some customs/festivals within these.

# Relationships and Sex Education

This Learning Journey incorporates the Oxfordshire Special School Framework for Relationships Education (Primary) and Relationship and Sex Education (RSE) (secondary). For further Information and Activities please refer to this document

([http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/RSE\\_framework\\_for\\_pupils\\_with\\_SEND\\_and\\_vulnerabilities.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/RSE_framework_for_pupils_with_SEND_and_vulnerabilities.pdf))

This Learning Journey has 4 areas:

- Changing Bodies
- Respectful Relationships and Friendships
- Being Safe
- Intimate and Sexual Relationships including Sexual Health

## Changing Bodies

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>CBA1</b> Show anticipation for and participation in daily routines, including personal care.</p> <p><b>CBA1</b> Be aware of your own body and its movements</p>	<p><b>CBM1</b> Take an active role in daily routines, including personal care and hygiene e.g. indicating a need for the toilet, washing hands with support etc.</p>	<p><b>CBS1</b> Carry out daily care routines with growing independence, showing some awareness of their importance i.e. to toilet independently</p>	
	<p><b>CBM2</b> Show an awareness of the changes in your own body</p>	<p><b>CBS2</b> Recognise and engage with changes in your body and the hygiene needs associated i.e. use of deodorant, acne cream, independent hair brushing, exploring make up</p>	
			<p><b>CBF3</b> Know the process of puberty within the human life cycle</p> <p><b>CB3i</b> Take responsibility in relation to your own body during puberty i.e. during a period, dealing with spots, the effect of hormones, dealing with new emotions and desires</p>

## Respectful Relationships and Friendships

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>RRFA1</b> Show awareness of others with your groups i.e. family, class, school	<b>RRFM1</b> Make bonds with familiar adults and peers i.e. responding consistently to familiar adults, engaging in parallel play, turn taking	<b>RRFS1</b> Maintain relationships with chosen peers and adults	<b>RRFF1</b> Establish a friendship
	<b>RRFM2</b> Respond appropriately when social conventions are modelled/ supported with symbols etc.	<b>RRFS2</b> Play within structured sessions with peers. <b>RRFS2i</b> Act consistently with social conventions when playing.	<b>RRFF2</b> Initiate play in unstructured play
		<b>RRFS3</b> Explore the concept of parenting.	<b>RRFF3</b> Know the responsibilities that come with parenting.
		<b>RRFS4</b> Be aware that people have different sexualities (LGBTQ+). <b>RRFS4i</b> Be aware of different family groups e.g. LGBTQ+ parents, adopted/fostered/step/care.	<b>RRFF4</b> Understand different sexualities (LGBTQ+). <b>RRFF4i</b> Understand different family groups e.g. LGBTQ+ parents, adopted/fostered/step/care.
			<b>RRFF5</b> Know what counts as good and bad behaviour with you friends and others. Including exploring trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, personal safety. <b>RRFF5i</b> Explore a number of different strategies of resolving conflict with friends i.e. knowing when to walk away, what to do if someone hurts you.
			<b>RRFF6</b> Know about what a stereotype is and why it is a bad thing.

			<b>RRFF7</b> Explore what are your responsibility and rights within the wider society i.e. good (lawful) behaviour, where to get help i.e. police, respecting differences within the wider society.
			<b>RRFF8</b> Know what bullying is. To understand why bullying is a bad thing. To know what to do if you see bullying.

## Being Safe

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>BSA1</b> Accept support and care from known adults.	<b>BSM1</b> Show preferences for known adults with regards to personal care.	<b>BSS1</b> Know who are my safe people e.g. family, carers, teachers, police, social workers and when to speak to them.	<b>BSF1</b> Have an awareness of how my safe people might be able to help me and who to turn to in a particular situation.
<b>BSA2</b> Express hurt and anger. <b>BSA2i</b> Have a self-soothing strategy	<b>BSM2</b> Recognise when I am hurt or angry. <b>BSM2i</b> Explore different self-soothing strategies	<b>BSS2</b> Recognise when I am hurt or angry and why. <b>BSS2i</b> Accept self-soothing strategies.	<b>BSF2</b> Know how to respond if I feel hurt, angry or uncomfortable. <b>BSF2i</b> Initiate self-soothing strategies.
	<b>BSM3</b> Respond to an adult asking me to stop masturbating/inappropriate touching	<b>BSS3</b> Know what parts of your body are private. <b>BSS3i</b> Know when and where it is appropriate to show private parts of my body and to whom.	<b>BSF3</b> Know when it is appropriate for myself or others to touch private parts.
		<b>BSS4</b> Explore ideas of feeling unsafe <b>RSES4i</b> Identify examples of behaviour that break boundaries	<b>BSF4</b> Investigate different scenarios that might make us feel unsafe e.g. invasion of personal space, hurting you, making you feel scared or uncomfortable. <b>BSF4i</b> Identify actions that are against the law and what to do if that happens to you.

## Intimate and Sexual Relationships including Sexual Health

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>ISRA1</b> Show an awareness of new feelings and desires within ourselves.</p> <p><b>ISRA1i</b> Using stories, be aware of new feelings and desires towards others.</p>	<p><b>ISRM1</b> Show an awareness of how new feelings and desires can affect our bodies.</p> <p><b>ISRM1i</b> Be aware of new feelings and desires towards others.</p>	<p><b>ISRS1</b> Recognise and explore new emotions and desires and to know where and when is best to explore them.</p> <p><b>ISRS1i</b> Know different stages of intimate relationships and appropriate behaviours for these</p>	<p><b>ISRF1</b> Know about the different actions in relation to your new emotions and desires (masturbation, feelings of desires towards others and how far to take it)</p>
<p><b>BSA2</b> Express hurt and anger.</p> <p><b>BSA2i</b> Have a self-soothing strategy</p>	<p><b>ISRS2</b> Know that you have the right to say 'no' in given scenarios.</p>	<p><b>IRS2</b> Know that mutual consent is needed to proceed in all relationships and that everyone has the right to say 'no' including you.</p> <p><b>ISRS2i</b> To explore why and when contraception is required.</p>	<p><b>ISRF2</b> Investigate scenarios involving consent.</p> <p><b>ISRF2i</b> Explore different types of contraception and why they are required e.g. unwanted pregnancy and STD's.</p>
			<p><b>ISRF3</b> Know that your sexual choices have consequences (physical, emotional and social)</p>