

Foundation Subjects

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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:-
ADA1 Experience a multi-sensory approach to art that encourages exploration with all the senses.	ADM1 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	ADS1 Use a range of materials and media and tools purposefully to express ideas and feelings in a creative way.	ADF1 Use a range of materials creatively to design and make products.
ADA2 Explore multi- sensory art activities with different body parts.	ADM2 Handle or use a range of drawing /modelling tools and sensory art resources e.g. paintbrush, rollers, crayons, shaving foam, salt dough	ADS2 Independently select appropriate materials, media and tools for a set task.	Mark
ADA3 Begin to make marks with support	ADM3 Explore making intentional marks with their body, a range of tools and different media.	<p>ADS3i Intentionally make marks that demonstrate lines, shapes etc. to represent objects.</p> <p>ADS3 Explore what happens when they mix colours, observing the changes seen.</p> <p>ADS3ii Make representational pictures e.g. drawing a person, painting a picture of a cat.</p> <p>ADS3iii Develop an awareness of pattern in their environment</p>	ADF3 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
ADA4 Experience a range of objects relating to design e.g. boxes, junk play	ADM4 Experiment with different colours including making choices,	ADS4 Explore colour, pattern, texture shape, form and space in two and three dimensions.	ADF4 Name primary and secondary colours.

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

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>CA1 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>CA1i Encounter and experience a range of ICT effects and other stimuli (e.g. Foot spa, fans, Vibe tube/pillow etc.)</p>	<p>CM1 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>CM1i Recognise images or videos of themselves and others on photographs and ICT devices.</p>	<p>CS1 To be able to sustain attention on a computer-based activity for an appropriate amount of time.</p>	<p>CF1 Show an awareness of the function of appliances and equipment within their personal environment</p>
<p>CA2 Respond and begin to show an interest in sensory stimuli from an electronic source e.g. sound, movement or bright light, temperature.</p> <p>CA2i Show a preference and affective responses e.g. turns toward music/lights</p>	<p>CM2 Make a choice from an increasing number of pictures both on and off the computer</p> <p>CM2i Listen and responds to a range of digital material</p> <p>CM2ii Respond to changes in picture and sound including showing preferences</p>	<p>CS2 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>CF2 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>CA3 Track vertical and horizontal movements of objects on and off screen.</p> <p>CA3i Anticipate and begins to connect an outcome with a switch press, with or without support.</p> <p>CA3ii Tolerate the positioning of ICT equipment in relation to their bodies for short periods.</p>	<p>CM3 Actively engages with a range of matching activities on the screen.</p> <p>CM3i Interact with ICT programs, using a device (e.g. finger/switch) to select, move or match to achieve a desired result</p>	<p>CS3 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>CS3i 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>CF3 Begin to show independence in their ICT work and recognise when a problem occurs.</p>

		CS3ii Use the keyboard or touch screen as an input device e.g. to login, simple search engine, type name	
CA4 Encounter and use a range of switches within the environment with or without support. CA4i Engage with a range of control devices and simple ICT packages. E.g. Art packages switch it programs or piano keyboard	CM4 Use a range of equipment including ICT, iPad, and computer keyboard to make sound patterns. CM4i Sequence an increasing number of steps to make something happen using ICT equipment. CM4ii Take turns during a game situation in different activities including ICT activities with support.	CS4 Show an understanding that some devices require user input e.g. microwave, camera, and iPad CS4i 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. CS4ii Takes turns in games with decreasing amount of support.	CF4 Design a simple program e.g using software such as Scratch Jnr
		CS5 Communicate about their use of ICT CS5i Use ICT to communicate their ideas e.g. voice recording, filming, word processing/presenting	CF6 Knows how to save and retrieve files (e.g. MS Paint images, previously completed work, audio files, photos or video segments, etc).
		CS6 Know that information can be stored on a computer or in the 'cloud'	CF8 Understands that some files and accounts can be protected by passwords
		CS7 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).	CF9 To be able to give and follow instructions precisely, like a computer (make an algorithm).
			CF9i 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>DTA1i 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>DTA1ii Experience a range of materials and fabrics</p>	<p>DTM1i Engage with a range of common objects that are used in everyday life with less support possibly demonstrating leant responses</p> <p>DTM1ii Have the opportunity for free play with a range of materials, objects and technologies</p> <p>DTM1iii Explore and recognise the use of some familiar products e.g. bags, toys, clothing</p>	<p>DTS1 Select from and use a wide range of materials and components, including construction</p> <p>DTS1i Explore a range of existing products</p>	<p>DTF1 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>DTF1i Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DTF1ii Evaluate a range of existing products</p>
	<p>DTM2i Work with simple tools with support, exploring and copying e.g. glue spreader, brushes, rollers, mark making tools</p> <p>DTM2ii Explore operating technology with purpose e.g. a range of switches, apps, toaster</p>	<p>DTS2 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>DTS2i Select from and use a range of tools and equipment to perform practical tasks materials, textiles and ingredients, according to their characteristics</p> <p>DTS2ii Know some different joining methods which they will use with or without physical support e.g. tying, sticking, threading</p>	<p>DTF2 Explain what they are making and which tools they are using</p>

		DTS3 Explore and use mechanisms in their products e.g. levers, sliders, wheels and axles	DTF3 Build structures, exploring how they can be made stronger, stiffer and more stable
	<p>CM4 Use a range of equipment including ICT, iPad, and computer keyboard to make sound patterns.</p> <p>CM4i Sequence an increasing number of steps to make something happen using ICT equipment.</p> <p>CM4ii Take turns during a game situation in different activities including ICT activities with support.</p>	DTS4 Talk about their ideas saying what they like and dislike	DTF4 Talk about their ideas saying how they can improve an idea
		DTS5 Explore familiar edible products such as smoothies and sandwiches and make adaptations	DTF5 Design and make edible product based on knowledge of familiar products such as a smoothie
			<p>DTF6 Generate, develop, model and communicate their ideas using drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT6i Evaluate their ideas and products against design criteria</p> <p>DTF6ii 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>GA1 Show awareness of and respond to their environment e.g. locating and tracking sounds</p> <p>GA1i 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>GM1 Show awareness of and begin to explore their immediate environment, noticing different features. E.g. classroom, school building, school grounds</p> <p>GM1i Show awareness of indoors and outdoors</p>	<p>GS1 Show awareness of the wider environment. E.g. Abingdon, local shops, park, sports centre etc.</p> <p>GS1i Recognise and name some buildings. E.g. Church, school, house, shop, sports centre.</p>	<p>GF1i Find key places on a local map eg house, school, shop, river</p> <p>GF1ii 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>GF1iii 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>GA2 Show awareness of the effects of their own actions on and in an environment</p>	<p>GM2 Know that things have a place/location eg coats, hygiene area, register.</p>		
<p>GA3 Show awareness of different weather conditions e.g. rain on face, warm sun etc</p>	<p>GM3 Show awareness of different types of weather and the clothes you might wear.</p>	<p>GS3 Know that there are different types of weather and independently select appropriate clothing</p>	<p>GF3 Know that weather changes throughout the year and can be linked to the seasons</p> <p>GF3ii Use different sources to find out about the weather e.g. internet, newspapers, television</p> <p>GF3iii Recognise that weather can be represented in different ways e.g. symbols, computer graphics</p>

<p>GA4 Show awareness of movements/travel/change of location</p>	<p>GM4 Observe and explore different environments/ places. E.g. Light room, swimming pool, playground, field educational visit.</p> <p>GM4i Recognise different places and people linked to these places in their environment e.g. a shopkeeper at the till</p> <p>GM4ii Know that some places are special to them E.g. grandparents' house, supermarkets, school etc</p>		<p>GF4 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>GF4i 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>GF4ii Use aerial photographs and google earth.</p> <p>GF4iii 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>GF4iv Key human features, including: city, town, village, factory, farm, house, office, port/harbour and Shop.</p> <p>GF4v 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>GF4vi 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>GF4vii Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p>GA5 Show interest in events and objects with increasing consistency e.g. recognising familiar objects in the classroom, field, hall etc.</p>	<p>GM5 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>GS5 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>GS5i Know some safety aspects linked to local geographical features. E.g. roads, rivers</p>	
	<p>GM6 Experience different cultures and races</p> <p>GM6ii Experience stories from a variety of countries and cultures</p>		<p>CEF6 Answer why and how questions.</p> <p>CEF6i Participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>CEF6ii Particcate in discussions, presentations, improvisations and debates</p>
	<p>GM7 Recognise common signs and symbols as they move around their immediate environment e.g. toilet, ball pool</p>	<p>GS7 Recognise some symbols and pictures in the wider environment. E.g. local supermarket</p>	
	<p>GM8 Know some simple maps. E.g. looking at google maps, atlases,</p>	<p>GS8i Know some features of simple maps. E.g. look at simple grid references, identify land and sea, roads etc.</p> <p>GS8ii Use symbols and pictures to create a simple map.</p>	<p>GF8 Use symbols and pictures to create a simple map and include basic symbols using a key.</p>

	<p>GM9 Experience the concept of different countries</p> <p>GM9ii Explore simple differences between two countries e.g hot/cold</p>		<p>GF9 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>GS10 Follow simple directions. E.g. go along the corridor and through the door.</p>	
		<p>GS11 <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>HA1 Develop an awareness of self-e.g. visual tracking, responding to name</p>	<p>HM1 Show an understanding of self and identity i.e. recognizes photos of self, their home, responds to key names etc.</p> <p>HM1i Recognise some different stages of life.</p>	<p>HS1 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>HF1 Know how events, people or objects e.g. technology has changed in their lifetime.</p> <p>HF1i 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>HA2 Develop an awareness of daily activities and routines.</p>	<p>HM2 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>HM2i Respond in a functional way to 'now and next'</p>	<p>HS2 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>HS2i Show anticipation about specific time-based events which are happening in the near future e.g. P.E. tomorrow</p> <p>HS2ii Begin to use key vocabulary e.g. yesterday, today, tomorrow</p>	<p>HF2 Order a few events in chronological order</p> <p>HF2i Order the days of the week</p> <p>HF2ii Use words and phrases such as now, then, yesterday, a long time ago, before I was born, tomorrow, in the future</p> <p>HF2iii Identify similarities and differences between then and now</p>
<p>HA3 Develop an awareness of familiar and significant people in their lives</p>	<p>HM3 Recognise familiar and significant people and how they relate to them</p> <p>HM3i Notice simple similarities and differences between people.</p>	<p>HS3 Name and describe people who are important to them</p> <p>HS3i Show an interest in the lives and experiences of other familiar people e.g. parents, grandparents</p>	<p>HF3 Learn about significant people e.g. the Queen, Guy Fawkes</p> <p>HF3i Know where the significant people and events fit in to chronological framework.</p>

			HF3ii Know about historical events, people and places in the local area
HA4 Share in activities linked to significant events for themselves and their immediate community e.g. birthdays	HM4 Show awareness that birthdays are significant events for themselves and others HM4i Participate with celebrating cultural, religious and community events	HS4 Remember and attempt to communicate information about significant events in their own experience e.g. weekend news, birthday parties and holidays	HF4 Know that key events happen in certain months of the year e.g. birthdays HF4ii 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)
	HM5i To show an awareness of changes linked to time passing	HS5 Develop an understanding of changes linked to time passing e.g. looking at baby photos, baby clothes, watching seeds grow	HF5 Show an understanding of historical changes linked to time passing e.g. dancing, fashion or music
			HF6 Use a simple timeline to order events
			HF7 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
)

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

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

			ISF5i Identify some potentially dangerous links/popups on the internet and know to avoid these.
		ISS6 Know what an advert is and can identify examples of this. ISS6i Know that adverts and popups can lead to unsafe webpages.	ISF6 Know that advertisements are designed to grab attention and tempt you to part with your money.
			ISF7 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>MA1 Encounter sounds.</p> <p>MA1i Experience and encounter a rich and wide range of sounds, songs and music as part of daily routines and different contexts.</p> <p>MA1ii Is exposed to music and musical sounds that are systematically linked to other sensory input E.G. atmospheric, musical instruments.</p>	<p>MM1 Show an awareness of sound.</p> <p>MM1i Show an awareness of, anticipation and/or response to different music and sounds through physically and/or emotionally alertness.</p> <p>MM1ii Makes differentiated responses to the qualities of sounds that differ (e.g. loud quiet)</p>	<p>MS1 React to simple patterns in sounds.</p> <p>MS1i Show preferences for favourite songs, recorded/live music and sound based activities allowing opportunities for choice making/preferences.</p> <p>MS1ii Recognises and responds to the repetition of sounds including a regular steady beat e.g. marching, tapping, swaying.</p> <p>MS1iii Recognises and responds to simple patterns formed through regular change</p> <p>MS1iv Responds to musical sounds used to symbolise other things</p>	<p>MF1 Recognise musical ideas/patterns (motifs) and the relationships between them.</p> <p>MF1i 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>MF1ii Recognises, responds to and compares musical motifs (different groups of sounds) e.g. Nokia ring tone.</p> <p>MF1iii Recognises and responds to musical motifs being repeated or varied.</p> <p>MF1iv Responds to musical motifs being used to symbolise things.</p>
<p>MA2 Makes sounds unknowingly.</p> <p>MA2i Involuntarily makes sounds with their body.</p> <p>MA2ii Makes sounds co-actively (adult led).</p>	<p>MM2 Intentionally makes or controls sound.</p> <p>MM2i Makes sounds intentionally in different ways and with increasing control in a range of contexts.</p>	<p>MS2 Intentionally makes simple patterns in sound.</p> <p>MS2i Intentionally makes simple patterns through repetition.</p>	<p>MF2 Reproduce or create musical ideas/patterns (motifs) and link them together.</p> <p>MF2i (Re)creates distinctive groups of musical sounds (motifs) using voice or musical instruments.</p>

<p>MA2iii Produces sounds in different contexts.</p> <p>MA2iv Experiences multisensory activities that involve sounds.</p>	<p>MM2ii Intentionally expresses feelings through sound.</p> <p>MM2iii Intentionally produces sound as part of a multisensory activity.</p>	<p>MS2ii Intentionally makes simple patterns through a regular beat and change (e.g. high to low to high)</p> <p>MS2iii Uses sound to symbolise other things.</p> <p>MS2iv Intentionally make simple patterns exploring different pitches vocally or using instruments</p>	<p>MF2ii Respond to simple musical scores e.g. colours or marks on a score to represent when to play a particular instrument.</p> <p>MF2iii Links musical motifs by repeating or varying them</p> <p>MF2iv Combines or contrasts different musical motifs coherently.</p> <p>MF2v Uses musical motifs to symbolise other things</p>
<p>MA3 Relates unwittingly through sound.</p> <p>MA3iii Engage with sound through a range of multisensory activities and in a range of contexts.</p>	<p>MM3 Interact with others using sounds.</p> <p>MM3i Initiate interactions with others by creating sound.</p> <p>MM3ii Respond to sounds I experience and to others with sounds of my own.</p> <p>MM3iii Explore sounds coactively in different contexts (including, use of their own voice, body percussion, instruments, environmental sounds etc.)</p> <p>MM3iv 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>MS3 Copies others' sounds and/or is aware of own sounds being copied.</p> <p>MS3i Shows awareness of own sounds being imitated.</p> <p>MS3ii Imitate the sounds of others.</p> <p>MS3iii Copy sounds linked to a particular idea or theme e.g. tapping knees to make rain</p> <p>MS3iv Copy simple repeated rhythm patterns</p>	<p>MF3 Engages in musical dialogues using musical ideas/patterns (motifs).</p> <p>MF3i Engage in call and response activities (including with voice and instruments).</p> <p>MF3ii Engage with action songs and responds to others by using different musical motifs coherently in turn taking. (i.e. question and answer – I play you something, play me something else back)</p> <p>MF3iii Interact with others to form coherent patterns of turn-taking with some elements of simultaneity or group performance.</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

Above and Beyond:

For pupils working beyond this learning journey, please refer to the expanded sounds of intent framework Levels 5 and 6 (Link here: [Sounds of Intent Framework](#)) as well as the national curriculum for 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:-
RA1 Develop an awareness of themselves, others and the world around them	RM1 Show a growing awareness of self, appreciating that they are valued and cared about	RS1 Develop an understanding that other people are valued and cared about	RF1 Show some respect and care for themselves, others and the world around them
<p>RA2i Experience and encounter special people, objects, times and activities associated with themselves and familiar people</p> <p>RA2ii 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>RM2i Recognise themselves and special people, objects, times and activities in their lives</p> <p>RM2ii Participate in and show an understanding of celebrations that link to their own immediate experiences i.e. Christmas/ Eid etc</p>	RS2 Develop a functional understanding of special people and celebrations in relation to their own lives.	RF2 Explain the importance of special people and celebrations in relation to their own lives.
RA3 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.)	RM3 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>RS3i 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>RS3ii Develop an understanding that different things are special to different people, religions and Cultures</p>	<p>RF3i 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>RF3ii Ask questions about the ideas and believes covered.</p>

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

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>CBA1 Show anticipation for and participation in daily routines, including personal care.</p> <p>CBA1 Be aware of your own body and its movements</p>	<p>CBM1 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>CBS1 Carry out daily care routines with growing independence, showing some awareness of their importance i.e. to toilet independently</p>	
	<p>CBM2 Show an awareness of the changes in your own body</p>	<p>CBS2 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>CBF3 Know the process of puberty within the human life cycle</p> <p>CB3i 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:-
RRFA1 Show awareness of others with your groups i.e. family, class, school	RRFM1 Make bonds with familiar adults and peers i.e. responding consistently to familiar adults, engaging in parallel play, turn taking	RRFS1 Maintain relationships with chosen peers and adults	RRFF1 Establish a friendship
	RRFM2 Respond appropriately when social conventions are modelled/ supported with symbols etc.	RRFS2 Play within structured sessions with peers. RRFS2i Act consistently with social conventions when playing.	RRFF2 Initiate play in unstructured play
		RRFS3 Explore the concept of parenting.	RRFF3 Know the responsibilities that come with parenting.
		RRFS4 Be aware that people have different sexualities (LGBTQ+). RRFS4i Be aware of different family groups e.g. LGBTQ+ parents, adopted/fostered/step/care.	RRFF4 Understand different sexualities (LGBTQ+). RRFF4i Understand different family groups e.g. LGBTQ+ parents, adopted/fostered/step/care.
			RRFF5 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. RRFF5i 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.
			RRFF6 Know about what a stereotype is and why it is a bad thing.

			RRFF7 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.
			RRFF8 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:-
BSA1 Accept support and care from known adults.	BSM1 Show preferences for known adults with regards to personal care.	BSS1 Know who are my safe people e.g. family, carers, teachers, police, social workers and when to speak to them.	BSF1 Have an awareness of how my safe people might be able to help me and who to turn to in a particular situation.
BSA2 Express hurt and anger. BSA2i Have a self-soothing strategy	BSM2 Recognise when I am hurt or angry. BSM2i Explore different self-soothing strategies	BSS2 Recognise when I am hurt or angry and why. BSS2i Accept self-soothing strategies.	BSF2 Know how to respond if I feel hurt, angry or uncomfortable. BSF2i Initiate self-soothing strategies.
	BSM3 Respond to an adult asking me to stop masturbating/inappropriate touching	BSS3 Know what parts of your body are private. BSS3i Know when and where it is appropriate to show private parts of my body and to whom.	BSF3 Know when it is appropriate for myself or others to touch private parts.
		BSS4 Explore ideas of feeling unsafe RSES4i Identify examples of behaviour that break boundaries	BSF4 Investigate different scenarios that might make us feel unsafe e.g. invasion of personal space, hurting you, making you feel scared or uncomfortable. BSF4i 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>ISRA1 Show an awareness of new feelings and desires within ourselves.</p> <p>ISRA1i Using stories, be aware of new feelings and desires towards others.</p>	<p>ISRM1 Show an awareness of how new feelings and desires can affect our bodies.</p> <p>ISRM1i Be aware of new feelings and desires towards others.</p>	<p>ISRS1 Recognise and explore new emotions and desires and to know where and when is best to explore them.</p> <p>ISRS1i Know different stages of intimate relationships and appropriate behaviours for these</p>	<p>ISRF1 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>BSA2 Express hurt and anger.</p> <p>BSA2i Have a self-soothing strategy</p>	<p>ISRS2 Know that you have the right to say 'no' in given scenarios.</p>	<p>IRS2 Know that mutual consent is needed to proceed in all relationships and that everyone has the right to say 'no' including you.</p> <p>ISRS2i To explore why and when contraception is required.</p>	<p>ISRF2 Investigate scenarios involving consent.</p> <p>ISRF2i Explore different types of contraception and why they are required e.g. unwanted pregnancy and STD's.</p>
			<p>ISRF3 Know that your sexual choices have consequences (physical, emotional and social)</p>