### Stage Six

#### Physical Personal & Social Learning

**Health & Physical Education**

**Movement & Physical Activity**  
Students work in pairs and in small groups cooperatively although they may need support to follow instructions to stay on task. They move in a variety of ways. They link movements in a simple sequence although they may need support to do this. They recognise small and large equipment and use it with basic control.

Students may:
- move confidently and safely in a range of ways, such as rolling, crawling, walking, jumping, sliding and hopping
- participate in organised physical activities, e.g. games and tabloid sports
- move confidently and safely in a range of environments, e.g. swimming pool
- combine and repeat a range of movements, e.g. circle games
- move with confidence in a variety of directions, e.g. forwards, backwards and sideways
- demonstrate the control necessary to hold a shape or fixed position, e.g. statues
- negotiate space successfully when playing racing and chasing games
- adjust speed or change direction to avoid obstacles
- jump off an object and land appropriately
- extend their vocabulary of movement such as gallop, skip and hop
- retrieve, collect and catch objects, e.g. rebound net activities, goal shooting
- use increasing control when using equipment, e.g. throwing, catching or kicking a ball
- participate in games with simple rules, e.g.
- mount stairs, steps or climbing equipment using alternate feet
- ride bikes/trikes with direction and control

**Health Knowledge & Promotion**  
Students show awareness of their own needs with regard to eating, dressing and hygiene. They are involved in routines that contribute to good practice in health and safety.

Students may:
- use knife and fork for eating meals and food preparation, but not necessarily together, e.g. knife for spreading, fork for spearing food
- pour drink into cup/glass independently
- eat food in correct sequence from lunch box, e.g., fruit for morning tea and sandwich for lunch
- anticipate familiar self care routines and carry them out with prompts, e.g. washing face and hands and nose wiping
- take off own clothing independently when unfastened
- put on own clothes with verbal prompts without fastenings
- anticipate the need and request to use the toilet
- anticipate personal safety needs in familiar situations with verbal prompts, e.g. keeping fingers clear of door
- initiate sun protection procedures with minimal prompts, e.g. apply own sunscreen and put hat on
- be aware of healthy combinations of foods, e.g. fruit, sandwiches and small treats
- acknowledge the need for help and seek help when needed
## Interpersonal Development

Students respond to others in group situations, playing and working cooperatively and show increasing confidence in their social interactions.

Students may:
- show respect for the personal space of others when playing or working
- play and work cooperatively with others
- demonstrate understanding of basic good manners and use them with prompts
- show concern for others offering comfort and sympathy
- seek out others to share experiences
- use appropriate social skills when joining pre existing groups
- interact with a small group of peers on an ongoing basis
- operate independently within familiar situations
- show confidence in seeking out others for support and guidance

## Personal Learning

Students take part in new tasks with support.

Students may:
- persevere in repeating some actions/attempt when developing a new skill
- carry out routine activities in a familiar context, independently
- locate and use classroom resources independently
- have a positive approach and show willingness to take part in new experiences
- initiative and manage developmentally appropriate tasks
- display high levels of involvement in activities
- concentrate for lengthening periods when involved in appropriate tasks
- maintain attention and sit quietly when appropriate

## Civics & Citizenship

Students carry out simple negotiations with others during familiar routines with adult support. They understand that their actions have consequences. They share news about their own lives.

Students may:
- help others with familiar tasks, such as holding a partner’s hand when walking
- begin to negotiate with adult support, to resolve difficult situations, e.g. turn taking on favourite equipment at playtime
- show awareness of the results of their own actions
- demonstrate an understanding of the behavioural expectations in a variety of familiar contexts
- respond to the needs of others in familiar situations
- have a specific responsibility in the classroom, e.g. passing out pencils
- talk about experiences at home
- identify important relationships in their lives, e.g. family members, friends, pets, teachers
## Stage Six
### Discipline Based Learning
#### The Arts
Students show an intention to create. They start to use tools, materials and simple actions to produce a piece of work. They initiate the use of tools, materials and simple actions. They practise new skills with less support, developing their knowledge of the process of making. Students respond to other students in music sessions. They join in and take turns in songs and play instruments with others.

Students may:
- recognise and name the secondary colours of pigment (purple, orange and green)
- manipulate a variety of materials and tools with a degree of control
- use materials within a given boundary
- copy simple patterns and designs
- produce simple representations that are recognisable
- recognise differences between a range of art forms, e.g. painting, collage and box art
- identify specific sounds heard in their classroom environment, e.g. sound of closing door
- explore the range of effects that can be made by an instrument
- copy simple rhythms and musical patterns or phrases
- pick out a specific musical instrument when asked, e.g. a drum or a triangle
- accompany songs using appropriate rhythm instruments, e.g. percussion
- imitate a model, moving accurately to the beat
- move to music expressively using changes in time and energy
- perform dances in pairs and in groups, imitating and repeating movements
- engage in role play based on stories, rhymes and first hand experiences
- participate in performances in a variety of venues, within the school and community, e.g. concerts at school, shopping centre and primary school

#### Literacy
**Reading**
Students select and recognise or read a small number of words or symbols linked to a familiar vocabulary. They match letters and short words.

Students may:
- enjoy personal books with text/symbols
- recognise and identify characters in familiar books/texts/computer programme
- make predictions in familiar stories
- show an awareness if the reader changes/omits part of the story
- ask for a specific story/digital book
- find a specific book on request
- understand that books have fronts and backs
- be aware of own name on personal possessions
- match names of pupils in class/group
- identify names of pupils in class/group
- match words/symbols in personalised reading book
- identify words/symbols in personalised reading book
- begin to develop sight vocabulary of high frequency words
- match letters of own name
- learn initial sound of own name and identify words with same initial letter/sound
- point to names/words beginning with the same letter as their own name
- match lower case letters of the alphabet
Speaking & Listening
Students use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others. They use facial expression and intonation to enhance meanings. They ask simple questions to obtain information. They follow requests and instructions with three key words, signs or symbols. They respond to others in group situations.
Students may:
- identify common objects and describe their use
- state what they are doing
- carry on a simple two way conversation
- ask simple questions 1 to 1
- ask questions raising intonation at the end of the sentences
- use question words e.g. what?, where?
- listen for the answer to questions
- answer simple questions
- in a small group ask questions and/or initiate conversations
- use intonation to enhance meaning
- combine 3 key words, signs, symbols to communicate e.g. 2 nouns plus verb; 2 nouns plus preposition; 2 nouns plus adjective
- use negative plus noun e.g. no dinner
- use prepositions; in, up, on, down under
- use pronouns: you, me, my, mine, your, I
- use plural ‘s’ on nouns

Writing
Students differentiate between letters and symbols. They copy / trace with support. They produce or write recognisable letters or symbols related to their names.
Students may:
- imitate pattern of objects
- copy pattern of objects from a card
- form initial letter of own name whilst sounding (assisted)
- write first letter of name from memory
- attempt to write own name from memory on a piece of work
- write own name with minimum support
- join dots to write letters of the alphabet correctly
- copy underneath from left to right (letter size variable)
- copy individual words on computer
- copy below individual words with support
- copy caption underneath for a picture/photo, etc. with support
- dictate simple sentence of news
- dictate greetings/message for cards
- copy caption/word from a separate sheet with direction

Humanities
Students recognise and make comments about themselves and people they know in pictures of the more distance past. They recognise some obvious distinctions between the past and present in their own lives. They understand the differences between the physical and made features of places. They show what they think about people and environments and answer simple questions about places and people.

History
Students may:
- regularly recall and talk about significant events in their lives
- show an interest in stories that introduce a sense of time and people from the past
- sequence photos of themselves, showing their growth over time
- use the basic vocabulary of time, e.g. yesterday, old, later, now
**Geography**

Students may:
- label the significant features of natural and man made environments, e.g. house with fence and concrete path, parks with trees
- sort and classify objects in terms of simple features or properties, e.g. rocks found on local walk sorted according to size or colour
- identify the functions of places, e.g. library, safe places to play
- identify changes that are taking place in the environment, e.g. playground, house, road constructions

**Economics**

Students may:
- show an interest in the lives of people familiar to them
- interact with local people, e.g. talk to the visiting fireman or the green grocer
- explore the clothing and equipment of various occupations, e.g. fireman’s coat, policeman’s hat
- demonstrate basic responsible resource management in the classroom, e.g. careful use of paste, turning off the tap

**Numeracy**

**Number**

Students are able to demonstrate an understanding of one-to-one correspondence in a range of contexts. They rote count reliably to five in familiar activities and games, count reliably to three and make sets of up to three objects. They demonstrate an understanding of the concept of ‘more/fewer’.

Students may:
- join in rote counting to 5
- use numbers to 5 in familiar number games, rhymes etc
- count reliably to 3
- count 3 objects, pointing as they count
- count out 3 objects consistently
- count when playing
- give one object to each person in a group
- display awareness that there are too few/too many to complete 1:1 matching
- request more of correct objects to complete 1:1 matching

**Space**

Students are able to demonstrate an understanding of object permanence, manipulate 3D shapes and show understanding of words, signs and symbols that describe positions.

Students may:
- manipulate 3D shapes, e.g. build towers
- match 2D shapes
- draw around shapes
- colour inside shape outlines
- make balls/cylinders from play-doh
- cut shapes from play-doh
- place large pegs on board making line from left to right
- place small pegs on board at random
- match colours- red, blue, yellow
- demonstrate understanding of positional words – in, on, under
- sort objects according to shape
- sort according to colour
- place up to 3 items in the same order as model.(pictures, objects, colours etc)
- copy simple patterns
- name 1 object from a set of 4 which has been covered
Measurement
Students are able to compare the overall size of two objects where the difference is not great. They demonstrate awareness of vocabulary such as more or less in practical situations.
Students may:
- demonstrate an awareness of more and less in practical situations, e.g. more drink, sweets etc.
- pour water into a container and stop before it overflows.
- compare the overall size of one object with another where the difference is not great, e.g. can find the bigger of two Russian dolls
- show awareness of key times e.g. 8 o’clock, bedtime, 3o’clock, home time

Working Mathematically
Students sort objects and materials according to given criteria, they begin to identify when an object is different and doesn’t belong to given categories. They copy simple patterns or sequences.
Students may:
- complete posting boxes
- sort by colour
- sort by shape
- separate objects into 2 sets, e.g. bricks from pencils
- begin to sort into 2 sets when some have to be excluded
- exchange coins for goods

Science
Students explore objects and materials provided in an appropriate way. They recognise features of objects. They begin to make generalisations, connections and predictions from regular experience. They consistently sort materials according to given criteria when the contrast is obvious. They closely observe changes in materials. Students increase their awareness of sources of power, light and sound.

Science Knowledge and Understanding:
Students may:
- identify the features of living things in their environment e.g. parts of the body, parts of the plant
- identify where features belong e.g. eyes on a face, leaves on a tree
- participate in simple experiments
- make generalisations or predictions e.g. ice cream melts, wheeled objects move faster if pushed down a slope
- continue to develop their classification skills using specified criteria
- observe changes to materials when they are heated, cooled or mixed
- become aware that some changes can be reversed e.g. melting chocolate
- identify some appliances that use electricity
- recall and locate sources of sound and light
- develop a basic scientific vocabulary e.g. solids/liquids
- examine change over time e.g. life cycles

Science at Work
Students may:
- identify the appropriate power source to achieve a desired outcome e.g. batteries for a toy
- begin to develop an understanding of how machines work by taking apart and reassembling
### Stage Six

#### Interdisciplinary Learning

#### Communication

Students may:
- confidently talk to people other than those who are well known to them
- ask questions and or initiate conversation in small groups
- use facial expression, body language and or intonation to enhance meaning
- use talk to connect ideas, explain what is happening and anticipate what might happen next

#### Design, Creativity & Technology

Students recognise familiar products and explore the different parts that they are made from. They watch and copy others using a growing range of tools. They demonstrate personal preferences in construction and design.

Students may:
- produce a simple design or plan for a stated project, e.g. draw a car before constructing
- confidently select the appropriate tool and or material for a task
- make products using a wider range of materials including food, mouldable materials, stiff and flexible sheet materials and textiles
- consider the success of their project, e.g. ‘did the boat float?’

#### Information & Communication Technology

Students use ICT to interact with other students and adults. They may use a variety of access devices. They save and retrieve simple information. They respond to simple instructions to control a device. They operate some devices independently.

Students may:
- use switch to control movement on screen
- move the cursor around the screen using the mouse
- put CD in CD drawer and remove with help
- use keyboard to copy their first name
- use tools within a graphics program to create a design e.g. use paintbrush, changing size and colour
- indicate when own design is finished
- choose familiar website from a choice of 2 home page printouts
- recognise and identify school home page
- pick up a telephone that is ringing and ‘talk’
- push a button to make a single copy on the photocopier
- retrieve stored information, e.g. on a tape recorder
- retrieve stored information on a communication aid
- put a cassette in video recorder
- identify play and stop buttons on a cassette recorder (may be colour coded)
- operate a CD player with assistance
- observe and respond to the sound and light changing on a pedestrian crossing

#### Thinking

Students may:
- negotiate with others to develop a solution to a common problem
- engage in imaginative and role play based on first hand experiences
- use one object to represent another, even when the objects have few characteristics in common
- attempt to solve problems based on own experiences