Stage Seven
Physical, Personal & Social Learning

Health & Physical Education

Movement & Physical Activity
Students express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing. They listen to instructions and stop and start with some accuracy. They work closely in pairs and small groups. They share and wait their turn. They are aware of the changes that happen to their bodies when they are active.

Students may:
- show increasing control in using equipment for climbing, scrambling, sliding and swinging
- use a sequence of skills combining hand/foot and equipment in a game situation, e.g. basketball
- participate in team sports with simple rules
- identify and collect the equipment they need for a specific game, e.g. cricket bat or basketball
- dress appropriately, with cues, for a specific physical activity
- use the vocabulary of controlled effort, e.g. strong, gentle, heavy, stretch, reach and floppy
- access school and community venues for organised physical activities, e.g. basketball, tennis and cricket clinics
- consider space around them as part of their planning for the way they move and use equipment
- understand how they feel during physical activity
- identify where they feel confident and competent when participating in physical activities
- use appropriate vocabulary to describe the way they feel during exercise, e.g. hot, puffed, good, tired

Health Knowledge & Promotion
Students manage self-care independently and are starting to show a sense of responsibility and control over their health and safety.

Students may:
- eat food independently using the appropriate cutlery
- recognise when thirsty and get own drink
- manage morning tea and lunch independently
- clean up following morning tea and lunch
- demonstrate basic food preparation skills, e.g. buttering bread
- take off and put on own clothing including simple fastenings, e.g. Velcro
- make choices about clothes, personal style, hair style, etc
- anticipate familiar self care routines and carry out with minimal supervision
- identify the major parts of the body by their proper names
- identify and communicate potentially risky situations within their experiences, e.g. when visiting the park or when cooking
- recognise people who keep us safe
- identify people or activities with whom/which they feel safe
- anticipate the need for and implement sun protection procedures
- participate in the selection and preparation of healthy foods, e.g. fruit salad
- develop basic first aid skills, e.g. putting on a bandaid with assistance

Interpersonal Development

Students make purposeful relationships with others in group activities and begin to express their feelings and ideas.

Students may:
- work and play cooperatively in a variety of settings, e.g. large and small groups
- make purposeful relationships with familiar adults and peers
- show consideration of the needs and feelings of others
- use good manners on many occasions without prompting
- demonstrate an understanding of friendship
- communicate their feelings in simple phrases
- begin to negotiate with others in a variety of situations
- ask appropriately to join pre-existing games/activities

### Personal Learning

Students demonstrate independence in familiar situations and a willingness to engage in activities. Students may:
- show an understanding that they are not always the centre of attention
- stay involved in a self selected activity for an appropriate length of time
- demonstrate appropriate ways of getting attention, e.g. waiting, putting hand up
- show flexibility when things need to change
- recognise why a task is carried out and what it involves, e.g. spreading sandwich fillings to make a sandwich
- select resources for a new task with minimal support
- listen to others while in large and small groups

### Civics & Citizenship

Students demonstrate self control by following classroom rules and routines in different contexts in the school. Students may:
- understand the consequences of their own actions and begin to judge right from wrong
- take messages, with staff supervision, to the office
- take individual responsibility for a task
- attempt to negotiate with others in familiar situations
- respect the property of others, e.g. take care when sharing other people’s things
- talk about their home and family
## Stage Seven

### Discipline Based Learning

#### The Arts

Students communicate ideas, events or experiences through their use of colour, form, line or tone. They may intentionally represent an object or emotion. They purposefully choose colours or techniques. They show confidence in using a variety of processes and make appropriate use of tools and materials. Students listen to music and can describe it in simple terms. They respond to musical instructions when playing instruments.

Students may:
- choose particular colours for a purpose and explore what happens when they mix colours
- look at and talk about own and other’s art works
- recognise and identify the elements in a range of art forms, e.g. collage using wool, bottle tops, leaves, etc
- use a range of materials creatively and inventively
- distinguish between different kinds of instrumental sounds
- follow a simple musical score, with picture or symbol cues
- play simple patterns or sequences of music
- participate in simple improvisation, making choices about the appropriate instruments to be used
- respond to prompts to play faster, slower, louder, soft
- move in space, using a range of pathways, patterns and levels
- use appropriate movement in response to different rhythmic patterns
- maintain a beat by moving to live or recorded music
- experiment with dramatic forms such as puppetry and plays
- use dramatic elements, such as voice and movement
- take pride in public performances

#### Literacy

##### Speaking & Listening

Students communicate ideas about present, past and future events and experiences, using simple phrases and statements. They use conjunctions to link ideas or add new information beyond what is asked. They contribute appropriately one-to-one and in small group discussions and role play. They listen, attend to and follow stories for short stretches of time. With support, they attend to, and answer, questions from adults and their peers about experiences, events and stories.

Students may:
- make eye contact with listener
- control volume of speech
- attempt to start a communication or take a turn with another using speech, signs or symbols
- leave space for adult to speak
- use conjunction ‘and’
- apply knowledge of tense sometimes incorrectly, e.g. ‘runned’
- use some irregular tenses
- use past tense correctly (ie ‘ed’)
- use future tense correctly (ie ‘ing’)
- talk about present experience
- describe an experience
- talk about what they are going to do
- use short phrases/sentences to communicate ideas
- add new information beyond what is asked
- speak to peers in role play
- speak behind a puppet
- listen to information from others
• understand and follow instructions at an emerging 4 word level, e.g. noun, verb, preposition noun
• understand the prepositions over, through and around
• understand the pronouns – he/she
• understand use of tenses, past, present and future, e.g. in questions and stories

Reading
Pupils show an interest in the activity of reading. They predict words, signs or symbols in narrative. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading. They recognise some letters of the alphabet.
Students may:
• understand terms about books/print: book, cover, beginning, end, page, word, letter
• distinguish between print, symbols and pictures in texts
• join in with repetitive passage/chorus in a story
• respond and/or anticipate missing words
• finish line in familiar repetitive passage
• know some verses by heart
• object when stories are altered
• follow the sequence of a simple picture story
• ‘read’ story to a friend
• match pictures to words
• match symbols to words
• read 10 high frequency words
• recognise letters of own name
• recognise same letters in lower case and match with appropriate object, symbol or picture
• learn some alphabet sounds, signs and name
• sound and sign initial letters of familiar words

Writing
Students group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words.
Students may:
• find first blank page in book
• use 2nd hand to hold paper while writing
• start writing on left of page
• write all the letters in own name
• writes own name in correct sequence
• write name on the computer without capitals
• copy all the letters of the alphabet correctly
• copy caption for picture independently
• copy single words from separate sheets independently
• use letters of name in writing
• use a single letter to represent words
• group letters together
• leave a space between groups of letters
• write ½ words from memory
• ‘read’ writing
Humanities

Students begin to recognise some distinction between the past and present in other people’s lives as well as their own and communicate about these in simple phrases and statements. They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria such as old and new toys. They are aware of their role in caring for their own environment.

History

Students may:
- describe significant events for family or friends
- express feelings about significant personal events
- find appropriate ways of preserving memories of special events, e.g. making a photo album
- identify some events that occur each year

Geography

Students may:
- move around independently within their departmental area for a range of specific purposes, e.g. taking a message to a named person
- locate and describe familiar geographical features, e.g. roads, lakes, parks
- identify special places and buildings within the local area and describe their function
- experience and explore living in other environments, e.g. attending school camps, staying in respite care

Economics

Students may:
- identify people who help others in the community and describe what they do, e.g. doctor, fire fighter
- identify the need to care for their own environment, e.g. by watering plants

Numeracy

Number

Students are able to rote count to 10 and to count at least 5 objects reliably. They begin to recognise numerals from 1-5. They respond appropriately to key vocabulary and questions such as ‘How many?’ ‘Add one’ & ‘Take one’.

Students may:
- rote count to 10
- count to 5 correctly
- count along 5 objects
- count out 5 objects
- match numbers 1-5
- begin to recognise numbers 1-5
- understand numbers 1-5 represent constant amounts
- give numbers 1-5 when asked
- put quantities on numbers 1-5
- begin to recognise differences in quantity between 2 sets of up to 5 objects, e.g. more/less, bigger/smaller
- using objects to 3, take one away and count how many now
- using objects to 3, add one more and count how many now
- in practical situations respond to add one and take one away
Space
Students are able to respond to forwards and backwards and use familiar words when describing position. They pick out named shapes from a collection.

Students may:
- sort 2D shapes
- sort by colour – primary colours
- create models using 3D shapes
- match 3D solids
- begin to give a named shape from a collection on request
- join dots to draw square, triangle, rectangle
- fits shape into outlines where part of the outline is missing
- trace a square, triangle and rectangle
- copy a row of alternate coloured pegs on a board
- copy a row of alternate coloured pegs onto a separate board
- recognise forward direction
- recognise backwards direction
- move an object forward on request
- move an object backwards on request
- copy and thread a pattern of beads
- identify and use positional words – in, on, under

Measurement
Students are able to use familiar words when comparing sizes and quantities. They begin to make simple estimates.

Students may:
- find the biggest from a choice of 3
- find the smallest from a choice of 3
- find the longest from a choice of 3
- find the shortest from a choice of 3
- use familiar words to describe quantity; e.g. more, less, full, empty
- use familiar words to describe sizes, e.g. biggest, smallest, longest, shortest
- pour water into a container and stop at a given point
- begin to make simple estimates, e.g. how many cubes fit into a box?
- sequence daily activities
- identify o’clock on a clock face

Working Mathematically
Students complete a range of classification activities using given criteria. They identify when an object is different & does not belong to a given category.

Students may:
- understand ‘same and ‘not the same’.
- place 5 items in the same order as a model; objects, pictures, shapes, colours
- when shown a set of 4 objects, which are then covered, can name 2 objects
- when shown 3 objects, which are then covered, can identify what has been removed
- classify objects using given criteria.
- identify objects that do not belong to given categories
- select odd ones out of up to 5 shapes, objects or pictures
- copy simple mathematical patterns, e.g. sequence of 4 actions, sequence of 4 sounds
- match like coins and notes
Science

Science Knowledge and Understanding
Students actively join in scientific investigations. They understand some simple scientific vocabulary and can communicate related ideas and observations using simple phrases. They sort materials reliably with given criteria. Students observe some of the simple properties of light, sound and movement. They begin to record their findings. They begin to make suggestions for planning and evaluating.

Students may:
- understand some scientific vocabulary, e.g. same, different, before and after, light and dark, hard and soft
- make simple predictions and with support test them, e.g. make popcorn
- sequence pictures of babies, children, teenagers, adults and older people
- sequence the life cycle of a plant or animal using photos
- sort materials reliably according to given criteria, e.g. hard or soft, smooth or rough
- understand the relationship between light and shadows, sound and volume, movement and speed
- describe different kinds of weather and the ways in which people adapt to the weather e.g. heat house in winter

Science at Work:
Students may:
- apply knowledge of living things, e.g. to grow a plant
- apply knowledge of different power sources, e.g. to create a model with movable parts
**Stage Seven**  
**Interdisciplinary Learning**

**Communication**

Students may:
- gain and maintain the intention of others
- communicate appropriately in different contexts
- link statements and stick to a main theme or intention
- begin to record and present their findings, e.g. pictorially (drawing, photos)

**Design, Creativity & Technology**

Students operate familiar equipment and explore how they work. They use basic tools or equipment in simple processes. They communicate preferences in their designing and making.

Students may:
- identify a task
- draw, or make plans from selected pictographs, of what they intend to do
- identify the appropriate tool, equipment or material for a task e.g. blender for milk shake
- make simple predictions and test them
- identify what they could have done differently or how they could improve their work in the future

**Information & Communication Technology**

Students begin to gather information from different sources. They can follow instructions to store information and to give information. They use ICT to communicate meaning and express ideas and begin to choose appropriate pieces of equipment and software for an activity. They begin to recognise and use ICT in the community.

Students may:
- record a message on a communication aid
- put a CD in CD drawer and remove
- double click mouse with help
- use arrow keys with help
- respond to visual screen prompts
- move the cursor to a specific large icon on the screen, using the mouse
- move the cursor to a specific symbol/word/picture/ icon on the screen using the mouse
- print own work using icon bar with help
- simple save with help
- use simple grids to finish sentences, e.g. *Clicker, Cloze Pro*
- enter text into the computer using intellikeys/ keyboard
- match letters/numbers to letters/numbers on screen
- find letters of their name on the keyboard on hearing the letter sounds/name
- copy Christian name
- answer a telephone call
- make a single copy on the photocopier with help
- take pictures on a digital camera with help
- follow instructions to use audiovisual equipment such as a video or CD player

**Thinking**

Students may:
- use talk to pretend imaginary situations
- remember previously successful solutions to problems
- show increasing independence in attempting to solve problems in familiar contexts