Dandenong Valley SDS

Pre-Vels Curriculum
Acknowledgements:

The original draft Dandenong Valley School Curriculum Framework was developed by Jo Atkinson, Kay Harper, Di Haslett and Judy Norton, while the team was on Teacher Professional Leave.

While additional references and resources are acknowledged at the end of each appropriate domain, it is important to acknowledge the following resources used to develop the original draft Dandenong Valley School Curriculum.

Victorian Curriculum and Assessment Authority
- Victorian Essential Learning Standards
- Introducing the Victorian Essential Learning Standards
- Victorian Essential Learning Standards by Level
- Victorian Essential Learning Standards Students with Disabilities Guidelines

Qualifications and Curriculum Authority UK
- Planning for Learning in the Foundation Stage
- Curriculum Guidance for the Foundation Stage
- Planning, Teaching and Assessing the Curriculum For Pupils with Learning Difficulties
- Stepping Stones
- Early Learning Goals

Glyne Gap School, East Sussex, England
- Curriculum Documents

Ontario Ministry of Education and Training
- Curriculum Expectations – Kindergarten
- Curriculum Expectations – Grade One
- Curriculum Expectations – Grade Two
Mission Statement

Dandenong Valley School endeavours to equip students with the capacities to manage themselves and their relations with others, understand their world and act effectively in that world.

Vision Statement

Our vision for Dandenong Valley School is to achieve excellence in learning and teaching and provide the best outcome for each of its students.

School Values

Integrity, Respect and Responsibility
The Beginning

Our desire for a relevant, functional curriculum, reflecting the needs of all members of our school community and the introduction of the Victorian Essential Learning Standards (VELS) lead to the development of our draft Pre VELS Curriculum in 2005.

The document was freely shared with teachers and schools—special developmental, special, specialist and mainstream across the state. It was hoped that while assisting other schools we would also receive feedback and suggestions from which we could improve the document.

While the curriculum was developed primarily with a focus on those students with moderate to severe intellectual disabilities it was acknowledged that other schools may benefit from the structure and content of the document as well as the process used for implementation.

It is pleasing to note that schools and staff from Hume Region in particular used our draft curriculum as basis for their curriculum planning, reporting and assessment and have further extended the curriculum in some domains while making other adjustments to reflect the needs of their student populations. They are continuing to develop the curriculum to meet the needs of their students with moderate to mild intellectual disabilities and to also share this online.

Now

As with the development of the initial draft curriculum, we have continued to research practices from Australia and across the globe, particularly the UK, to ensure the curriculum and our implementation procedures are aligned with current best practices and initiatives.

Since 2006, staff from Dandenong Valley has participated in working parties for the curriculum advice ‘Working Towards Level1 of the Victorian Essential Learning Standards’ as well as Melbourne University’s project ‘Students with Additional Needs’ (SWANS). Teachers trialled and contributed to the data collection for the ABLES initiative which evolved from the SWANS project.

Review by our staff confirmed that the stages in this school’s curriculum closely reflected those of Working Towards level 1 of the VELS, at approximately 2 stages to 1 and that the ABLES initiative provides validation of current approaches and resources and may provide benefit as a supporting assessment tool.

Throughout this time we have trialled and reviewed different assessment, reporting and progress monitoring options, curriculum delivery strategies, and clarified our perception of the student as a learner and the role of the teacher. The considerable advancement in technology has impacted considerably on curriculum implementation and is in itself an area to be continually monitored.

The curriculum is consistent with the structure of DEECD’s VELS, and Working Towards Level 1 of VELS, Curriculum Advice with dimensions ensuring broad scope. The integrated structure of the strands in both VELS’ documents support approaches used in specialist settings eg behaviours and skills may appear in more than one domain, with the emphasis being slightly different to reflect context.

We have kept our curriculum in 10 stages, with stages 9 &10 still based loosely on levels 1 and 2 of the VELS. Stages 1 to 8 prepare students for transition to stages 9 &10 and remain consistent with the United Kingdom P scales. This ensures sufficient and appropriate scope for the educational development of our students aged 5 plus. Students 16 plus participate in an alternate transition program utilising a specific curriculum including differentiated outcomes.

Consistent with the VELS documents our curriculum has been completed both by stages and domains; however in this document it will be presented by domain only. A CD to accompany this document will contain
the curriculum in both stages & domains and will also include the dimensions of Literacy and Numeracy as continuums for ease of use.

Focus statements covering stages have been developed for each domain. Lists of resources including some current relevant software and programs have also been provided where appropriate.

To further facilitate teacher understanding of the principles behind the assessment and learning needs of students, a list of cross curricular and need specific materials and references has been included as an appendix.

The Role of the Teacher

“It is the quality of teaching more than anything else that determines the success of the student’s learning and development in school. The role of the teacher is to interpret the student’s learning needs and respond to them through the provision of suitable structured learning activities, which will build on and expand his/her conceptual framework.”

(NCCA Draft Curriculum Guidelines for Teachers of Students with Moderate Learning Disabilities Vol 1.)
1. **Individual Student Goals**

Information gained eg from end of year review of a student’s profile and progress assists the teacher to clarify the student’s strengths and to identify their ‘entry level’ skills and potential goals.

With input from parents, therapists and student documentation, goals are established at least annually. They are taken directly from the curriculum and are established within each strand. They are realistic, challenging and measurable and based on the student’s previous learning, their learning priorities and reasonable progress expectations.

2. **Class Program Overview**

Class teachers also develop program overviews detailing the curriculum being addressed in all domains during the year. The overview provides parents with a view of the breadth of the student’s educational programs and it also documents the teacher’s long term plans and intentions.

The document is sent home with the student’s goals. They need to be viewed in conjunction with one another to appreciate the scope of planned student learning. The overview may also include class, department and whole school themes and the cross curricular programs to be used to address student goals.

3. **Cross Curricular Programs**

Programs such as cooking, shopping and walking may be used to address the learning needs from a number of domains for different students. The expectations for the program are taken from the curriculum. The documentation includes domain specific outcomes for students on a class and individual basis. Teachers review student progress against these outcomes on a regular (at least term) basis to ensure that implementation of the program continues to meet student and class needs. The documentation provides a record of student experience, participation and achievement which may be used for further student and program evaluation and goal setting.

4. **Electives**

Students in middle & senior school participate in departmental electives on a term basis. Differentiated learning outcomes are determined for each elective and a report supplied for class teachers and parents at the end of each term. Midyear and end of year these go home with other class and therapy reports.

5. **Schemes of Work**

These are developed at class, department and whole school levels and detail expected differentiated outcomes from the ‘host’ topic as well as other domains. They incorporate a checklist to record student learning and provide a clear focus for teaching sessions.

6. **Curriculum Checklists**

Checklists have been developed in Numeracy, Literacy, Health & Physical Education and Information Communication Technology. They are in the stages of the curriculum, have a progress key and while they may be updated at any time during the year, a final assessment is completed by early term four.

They utilise the curriculum to:
- Provide current and future teachers with information on students’ academic profiles.
- Document student learning and achievement in a consistent, clear and relevant manner.
- Provide information on the skills and knowledge the student demonstrates and the support which may be required to show this.
- Provide information on entry level skills when setting goals.
- Show “holes” in student learning which may be addressed through program planning or the setting of individual goals.
Additional supporting checklists which list more specific skills and knowledge are also available.

7. **Key Performance Indicators**:  
These have been developed for Personal Learning, Interpersonal Development, ICT, Numeracy and Literacy. They are school based assessment tools which correlate directly with the stages of the PreVELS curriculum. Teachers assess students against these set performance indicators for each stage of the domain and for the dimensions in Literacy & Numeracy, on at least an annual basis.

A score is calculated to determine the student’s progress through the stages and the ‘value added’ over given time periods. The indicators provide a standard by which student progress can be determined and when relevant, compared on an individual or cohort basis. Information gathered can be used to determine the impact or necessity for improvement initiatives and strategies. They also enable staff to use a common language when describing a student’s overall level of performance.

The performance indicators, which are based on the Performance Indicators for Value Adding Target Settings (PIVATS) from Lancashire in the United Kingdom, enable consistent, reproducible and valid assessment.
Characteristics of the Learner

The following performance descriptions outline the types and range of general performance which students might characteristically demonstrate in the early stages of their learning.

1. (i) Encounter
   Characterised by presence and reflex responses.
   Learners are present during an activity or experience. Any participation is fully prompted. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.
   Learners may show simple reflex responses to encounters but it will be difficult to tell if learning has occurred.

   (ii) Early awareness
   Characterised by fleeting attention and inconsistent responses.
   Learners begin to show they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.
   Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.

2. (i) Interest
   Characterised by co-operation and engagement.
   Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.

   (ii) Supported Participation
   Characterised by co-operation and engagement.
   Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.

3. Active Involvement
   Characterised by recognition, anticipation and proactive responses.
   Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.
   Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses. They actively explore objects and events for more extended periods.

4. Development
   Characterised by remembered responses and intentional communication.
   Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time and may anticipate known events. Learners begin to use emerging conventional communication. They seek attention through eye contact, gesture or action. They request events or activities and may respond to options with actions or gestures.

5. Exploration
   Characterised by concentration, recall and observation.
   Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.
   Learners remember responses over more extended periods; they repeat, copy and imitate. They combine single words, signs or symbols to communicate meaning to a range of listeners. They observe the results of their actions with interest.
6. **Initiation**  
*Characterised by established responses and conventional communication.*  
Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events.

7. **Consolidation**  
*Characterised by the formation of skills, knowledge, concepts and understandings.*  
Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings. They contribute appropriately in small group situations.

8. **Application**  
Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don’t. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow simple instructions.

At the later stages learners develop a sense of belonging and are more able to follow rules, participate in activities and appreciate opportunities. They take turns and consider the feelings of others, focus their attention for extended periods, find satisfaction and enjoyment in learning, and have enough trust to take risks such as asking and answering questions, performing in front of groups and creating novel ideas during activities. This behaviour is supported by the development of simple organisational and listening skills, and a capacity to follow more complex instructions.

Learners test ideas and beliefs, identify inaccuracies and make adjustments to improve. They learn about basic patterns by identifying similarities and differences, sorting and sequencing. They learn about processes by knowing how to organise their resources and time, by understanding rules and consequences, by making comparisons, and by discussing thoughts and ideas, as well as offering explanations.
Physical, Personal & Social Learning
Domains:

• Health and Physical Education
• Personal Learning
• Interpersonal Development
• Civics and Citizenship
Health & Physical Education

Introduction

The domain of Health and Physical Education provides students with the knowledge, skills and behaviours that enable them to achieve a degree of independence in developing and maintaining their physical, mental, social and emotional health. It emphasises the crucial role that supportive physical and social environments play in the development of the health of individuals and communities. It gives students opportunities to develop their physical and health skills and to apply those skills in different situations. Learning in Health and Physical Education offers students opportunities to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in appropriate areas of physical activity
- experience physical activity in outdoor and aquatic environments
- develop their skills of coordination, control, manipulation and movement
- compete against themselves and others and take part in challenging activities
- work individually and as part of a team
- explore basic health needs that must be met to maintain or promote their health and to help them grow and develop
- recognise human development as a continuous process involving changes and predictable stages
- understand how to make healthy food choices and the importance of eating a variety of foods
- identify those environments where they feel confident and those where they may be afraid for their safety and how to take actions to minimise harms
- become as independent as possible in caring for themselves and their needs

A healthy, physically active lifestyle is conducive to more effective participation in society and greater levels of success within and beyond school.

Stage One

Learning Focus

Students are enabled to encounter activities and experiences. Participation is fully prompted by the teacher. As students show emerging awareness of activities and experiences the teacher notes reactions to inform future teaching.

In Movement & Physical Activity students are provided with opportunities to participate in basic movement actions and to increase body awareness while exploring both personal and general space. They are enabled to become aware of the different shapes, weights and textures of a selection of equipment. In Health Knowledge & Promotion students are enabled to experience basic hygiene routines and to develop their awareness of familiar and unfamiliar food.

Movement & Physical Activity

Students may:
- experience movement, with support, in a range of environments, eg the hydrotherapy pool
- show simple reflex responses
- cooperate with body awareness activities
- accept and recognise change in position if moved
- demonstrate some controlled head movements
- balance momentarily, when supported by an adult in either a sitting or standing position
- initiate own body movements
Health Knowledge & Promotion
Students may:
- show simple reflex responses when eating and drinking, eg sucking
- give intermittent reactions to different tastes and textures
- show an awareness of being dressed and undressed
- require full support for all personal hygiene routines
- show a reaction to being changed or taken to the toilet

Stage Two
Learning Focus

In Movement & Physical Activity students are enabled to explore the movements of different parts of the body and to participate in a variety of travelling actions in a range of environments. They are given opportunities to participate in walks around the school.

In Health Knowledge & Promotion students are provided with opportunities to respond to consistent gestural, pictorial or verbal instructions for basic hygiene practices when eating, cooking or using the toilet. They are assisted to develop awareness of what keeps the body healthy and well through experiencing exercise or activity such as change of position, by having opportunities to experience a range of healthy food options and by participating in activities such as Sunsmart routines.

Movement & Physical Education
Students may:
- show general awareness of own body in a range of activities, eg music and movement
- move own body parts independently
- accept and engage in supported exploration of environment, eg moving about in the swimming pool with the support of an adult
- cooperate with shared exploration and supported participation, eg bean bag and ball activities
- explore environment using voluntary actions such as rolling, shuffling on bottom
- demonstrate a squeeze grasp
- demonstrate awareness of own body moving in aquatic environments
- demonstrate an awareness of teacher instructions associated with physical activity
- reach for, grasp and hold objects

Health Knowledge & Promotion
Students may:
- react to different tastes, textures and temperatures consistently
- perform voluntary hand to mouth movements and manage finger food with support
- show recognition and reach for modified cup, with adult support
- tolerate eating from a spoon with full support
- cooperate with face and hand washing
- participate consistently and intentionally when being dressed and undressed by an adult
- accept and cooperate with regular toileting routines
- tolerate activities that protect their health, eg medication, standing frame
- anticipate and cooperate with carer when eating and drinking
- demonstrate a readiness to cooperate when participating in personal care routines
- respond to own reflection in a mirror
- show a readiness to wear sunscreen and hat outdoors
Stage Three
Learning Focus

In Movement & Physical Activity students are enabled to imitate demonstrated actions involving different parts of the body. They are assisted to develop their awareness of the use of patterns of movement. They are provided with opportunities to move in a wider range of environments and with a variety of apparatus. In Health Knowledge & Promotion students are enabled to dress/undress and to attend to basic hygiene practices with gradually decreasing physical, gestural, pictorial or verbal prompting. They are encouraged to respond appropriately to enquiries about need for the toilet and are beginning to develop their awareness of the difference between a public and a private place. They are enabled to develop an awareness of their own gender.

Movement & Physical Education
Students may:

- observe the results of their actions with interest, eg dabbling hands in water and attending to the effects
- remember learned responses during repeated physical activities, eg bouncing on a trampoline
- move independently and intentionally around immediate environment
- demonstrate an awareness of specific body parts and how they move
- imitate simple actions such as clapping hands, stamping feet
- explore equipment in their immediate environment
- show a readiness to participate in routine movement activities
- crawl up steps and stairs
- sit on the steps or edge of the swimming pool and with coactive support, enter the pool
- demonstrate a range of purposeful movements in aquatic environments
- wait for and attend to teacher directions
- follow simple instructions, with support, when participating in simple games
- wear safety equipment during some physical activities, eg bike helmet, pool flotation
- reach with either hand and cross the midline towards a toy or object, in stationary position
- participate, with support, in structured leisure activities

Health Knowledge & Promotion
Students may:

- take food off spoon, chew and swallow
- reach for and explore eating utensils
- finger feed independently
- grasp and drink from cup/modified cup
- attempt to wash own hands and face
- participate in dressing activities with less support
- indicate when they are uncomfortable; hot, cold, thirsty, hungry, wet, etc
- develop awareness of how different parts of the body feel, eg wash feet/hands, experience foot/hand massage, have hands decorated
- cooperate with simple safety procedures, eg sitting still in chair
- participate in regular toileting routine and succeed occasionally with no established pattern
- participate, with support, in activities that protect their health, eg rubbing in sunscreen
- notice and respond to cues that indicate meal times, such as cooking and table setting
- explore and make choices about food
- cooperate with basic hygiene procedures associated with food activities, eg washing hands
- complete some steps associated with basic food preparation and cleaning up
- attend to body parts when participating in repetitive singing and action games associated with the identification of major body parts
Stage Four
Learning focus

In Movement & Physical Activity students are enabled to perform gross motor movements in a range of environments. They are given opportunities to use play equipment purposefully and to experiment with handling throwing objects of different shape, size, weight and texture. They are assisted to position their arms correctly to receive a thrown object. They are enabled to experience participating in games as part of a team.

In Health Knowledge & Promotion students are enabled to follow familiar health routines and to respond appropriately to requests containing key words in relation to personal care and safety. They are given opportunities to indicate personal needs, feelings, likes and dislikes using sign, speech or symbols.

Movement & Physical Activity
Students may:
- demonstrate established movement patterns
- perform single actions, eg rolling, running, stamping, splashing
- negotiate an appropriate pathway when moving both indoors and outdoors
- recognise familiar pieces of equipment such as a ball or trampoline
- engage in parallel physical activities with others
- move with confidence during activities in familiar environments (swimming, P.M.P. etc.), showing some awareness of space
- experience moving on play equipment, eg using a slide
- respond to simple commands, eg stop and go
- show awareness of cause and effect, eg knocking down skittles
- recognise the need to change clothing for familiar physical activities, eg swimming
- negotiate uneven surfaces
- attempt to throw a ball at a target
- ride a sit on toy
- climb steps and stairs with support
- begin to choose from a choice of structured leisure activities

Health Knowledge & Promotion
Students may:
- use spoon/fork to eat food that has been previously cut up
- hold own cup (may be modified) and drink from it with minimal supervision
- actively help during self-care routines; face and hand washing, teeth cleaning, hair brushing, nose wiping
- remove own unfastened clothing with physical prompts
- dress when clothes held in position by an adult
- participate in an established toileting routine, with success
- develop safety awareness in daily routines, eg awareness of cold tap and hot tap
- let others know when they are uncomfortable; hot, cold, hungry, thirsty, wet, etc.
- participate with increasing independence in activities that protect their health, eg washing hands before eating
- participate in a variety of activities involving appropriate dressing for weather, eg wearing a hat
- recognise that eating some substances can be harmful, eg sand, play dough
- explore and make choices from a selection of foods
- recognise self as a boy or girl
- identify some major body parts when named by an adult
- respond to single word safety instructions from a familiar adult, such as ‘stop’, ‘wait’ and ‘come’
Stage Five

Learning Focus

In Movement & Physical Activity students are facilitated to anticipate the next step in familiar physical routines, show understanding that actions have consequences and predict outcomes to activities. They are enabled to participate independently in a range of structured learning activities in a variety of environments using equipment to slide, climb, float, ride and swim. They are provided with opportunities to develop an understanding of safety and to experience the language of direction and movement.

In Health Knowledge & Promotion students are enabled to participate actively and as independently as possible in a range of healthy practices with regard to eating and personal presentation, hygiene and safety. Through supported learning experiences students learn about major body parts, stages of life and their feelings.

Movement & Physical Activity

Students may:

- explore a variety of movements
- move spontaneously within available space
- link two activities in a sequence, eg walking and jumping
- follow simple movement instructions, such as bend knees, stamp
- demonstrate basic concepts, eg make big and little circles with ribbons or big and little splashes
- experience and learn the vocabulary of movement, eg stop, go, fast, slow, high, low
- experience challenges, using a range of equipment, such as climbing frame, balance beam
- move over and through a range of levels, surfaces and textures, eg bare feet on grass, concrete, carpet, PMP equipment
- take turns with a partner or in a small group
- recognise and collect, on request familiar pieces of equipment, eg bean bag, hoop
- use small and large equipment for a purpose, eg ball, trampoline, bike/trike, pool ‘noodle’
- maintain balance and coordination
- when standing or moving, reach with either hand across the midline
- demonstrate initial understandings of safety rules when participating in structured physical activities
- use pedals to ride a tricycle
- wait for a cue and assistance to get in to pool from side or by walking down steps holding handrail, with assistance
- demonstrate water confidence through participation in aquatic play activities
- climb steps and stairs, holding handrail

Health Knowledge & Promotion

Students may:

- eat in an appropriate manner, eg single bites from a sandwich or using a spoon and fork
- independently drink from a cup or drink bottle and pour a drink with supervision
- manage lunch box at lunchtime, eg open lid and unwrap food
- attempt familiar self-care routines, when requested, eg face and hand washing, teeth cleaning, hair brushing, nose wiping
- take off own clothing, with verbal prompts, when already unfastened
- put on clothes when helped by adult holding in position
- follow a verbal request to go to the toilet, remove pants and sit on the toilet
- respond to simple verbal requests in familiar situations, in regard to their personal safety, eg ‘it’s hot, don’t touch’
- follow familiar routines that promote their health, with support, eg fruit morning teas, sun protection
- identify boys and girls in own classroom
- remove own socks and shoes
- identify most major body parts
- indicate and identify needs associated with being uncomfortable; ‘hot’, ‘cold’, ‘hungry’, ‘thirsty’, ‘wet’
- identify and name members of immediate family
Stage Six
Learning Focus

In Movement & Physical Activity students are given opportunities to work in pairs and in small groups cooperatively. They are supported to follow instructions and to stay on task. They are encouraged to move in an increasing variety of ways. They are given opportunities to link movements in a simple sequence such as a dance. They are enabled to recognise small and large equipment and to use it with basic control.
In Health Knowledge & Promotion students are involved in routines that contribute to good practice in health and safety. They are facilitated to develop their understanding of the basic principles of healthy living and are assisted to develop their awareness of healthy combinations of foods. They are encouraged to anticipate personal safety needs in familiar situations such as crossing the road or turning on the tap and to respond to safety instructions from a familiar adult.

Movement & Physical Activity
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, eg games and tabloid sports
- move confidently and safely in a range of environments, eg swimming pool
- combine and repeat a range of movements, eg circle games
- move with confidence in a variety of directions, eg forwards, backwards and sideways
- demonstrate the control necessary to hold a shape or fixed position, eg 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, eg rebound net activities, goal shooting
- use increasing control when using equipment, eg throwing, catching or kicking a ball
- participate in games with simple rules
- mount stairs, steps or climbing equipment using alternate feet
- ride bikes/trikes with direction and control
- make a safe entry into the pool from a seated position or by walk down steps holding a hand rail, with cues and supervision
- demonstrate an understanding of why safety equipment and clothing is worn for some physical activities
- choose from a series of structured leisure activities at home and at school

Health Knowledge & Promotion
Students may:
- use knife and fork for eating meals and food preparation, but not necessarily together, eg knife for spreading, fork for spearing food
- pour drink into cup/glass independently
- eat food in correct sequence from lunch box, eg, fruit for morning tea and sandwich for lunch
- anticipate familiar self-care routines and carry them out with prompts, eg washing face and hands and nose wiping
- take off clothing independently when unfastened
- put on 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, eg keeping fingers clear of door
- initiate sun protection procedures with minimal prompts, eg apply own sunscreen and put hat on
- be aware of healthy combinations of foods, eg fruit, sandwiches and small treats
- acknowledge the need for help and seek help when needed
- attempt to independently complete familiar self-care routines
- put on own socks and shoes, with assistance
- point to pictures of ‘baby’, ‘boy’, ‘girl’, ‘adult’ when prompted
- demonstrate safety awareness in familiar daily routines, eg show awareness of hot tap and cold tap
- demonstrate road safety knowledge by stopping at kerb and waiting until prompted by an adult to cross the road.

Stage Seven
Learning Focus

In Movement & Physical Activity students are encouraged to express themselves through repetitive and simple sequences and movement patterns and to develop their control and coordination skills with and without equipment. They are assisted to listen to movement instructions and to respond with some accuracy. They are given opportunities to work closely in pairs and small groups, to share and wait their turn. They are made aware of the changes that happen to their bodies when they are active.

In Health Knowledge & Promotion students are enabled to begin to manage self-care routines independently and are encouraged to develop a sense of responsibility and control over their health and safety. They are encouraged to identify and communicate potentially risky situations within their experiences. They are provided with opportunities to participate in making healthy snacks or meals.

Movement & Physical Activity
Students may:
- show increasing control in using equipment for climbing, scrambling, sliding and swinging
- use sequence of skills combining hand/foot and equipment in a game situation eg basketball
- participate in team sports with simple rules
- identify and collect the equipment they need for a specific game, eg cricket bat or basketball
- dress appropriately, with cues, for a specific physical activity
- use the vocabulary of controlled effort, eg strong, gentle, heavy, stretch, reach and floppy
- access school and community venues for organised physical activities, eg 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, eg hot, puffed, good, tired
- make a safe entry into the pool from the side or using steps
- follow basic safety directions during physical activities and when using equipment and facilities

Health Knowledge & Promotion
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, eg buttering bread
- take off and put on own clothing including simple fastenings, eg Velcro
- make choices about clothes, personal style, hair style etc
- anticipates familiar self-care routines and carry out with minimal supervision
- identify the major parts of the body by their proper names
- identify and communicate potential risky situations within their experiences, eg when visiting the park or 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, eg fruit salad
- develop basic first aid skills, eg putting on a bandaid with assistance
- follow stepped instructions in basic food preparation and hygiene procedures
- identify some basic characteristics of food
- share information about own family, using photos
- describe in simple terms basic physical characteristics of themselves and others
- fasten Velcro fastenings on shoes

**Stage Eight**

**Learning Focus**

In Movement & Physical Activity students are encouraged to move with control and coordination and to recognise the changes that happen to their bodies when they are active. They are provided with opportunities to follow and imitate sequences and patterns in their movements and to use small and large apparatus safely. They are encouraged to develop an awareness of space, themselves and others, to play simple games and to follow game rules.

In Health Knowledge & Promotion students are enabled to anticipate their needs and to complete familiar self-care routines independently. They are encouraged to demonstrate increasing awareness of health and safety routines and the concept of privacy. They are assisted to extend their awareness of the types of foods that contribute to good health and of hygienic food preparation practices.

**Movement & Physical Activity**

Students may:
- participate on a regular basis in physical activities that maintain or improve physical fitness, eg games, dance, fitness activities, outdoor pursuits
- travel in a variety of ways, using different pathways, eg straight, curved or zigzag pathways in creative dance
- explore different ways of sending equipment to a partner or in a team, eg pushing, throwing, catching, striking with a bat
- display good sportsmanship in competitive games
- play fairly and play by the rules
- follow instructions, pay attention and attempt new activities
- work cooperatively with others, eg sharing equipment and helping others
- encourage the performance of others during sports and games, eg cheering at an appropriate time
- identify and use safety equipment used to minimise injury
- ride a bicycle on school bike track

**Health Knowledge & Promotion**

Students may:
- show some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health
- collect cutlery, tray, etc. and make choices from a wide menu when eating out
- use skills to have snack or meal in the community with minimal support
- identify nutritious foods
- use basic food preparation skills, with supervision to produce a simple meal, eg vegetable soup, sandwich
- name and identify the function of body parts, eg eyes, teeth, nose, ears
- describe ways to care for their teeth
- describe simple life cycle of plants, animals and humans
- be appropriately trusting of others
- demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed, eg from parent/teacher
- recognise a safe place to cross the road, eg pedestrian crossing, and seek help when needed
- begin to recognise safety risks to themselves
- recognise that they only accept medication from responsible adults
• know and communicate their name and address and seek assistance when needed
• understand and demonstrate basic food handling hygiene practices; washing hands, wearing gloves, etc.
• independently carry out familiar self-care routines
• dress and undress independently
• put on own socks and shoes and tie own shoelaces
• identify personal hygiene routines that need to be carried out each day
• look for cars, etc. when waiting to cross the road and tell an adult when they think it is safe.

Stage Nine
Learning Focus

In Movement & Physical Activity students are provided with regular opportunities to participate in activities that challenge them physically in order to improve their fitness and extend their leisure options. They are enabled to further develop and practise their range of skills and to extend their understanding of teamwork and simple rules for games. They are facilitated to understand the importance of being active and following safety procedures when participating in physical activities.

In Health Knowledge & Promotion students are provided with opportunities to follow basic safety routines, learn about people and places that make them feel safe or unsafe and identify people who can help them. They are enabled to show independence in their personal care routines and to demonstrate awareness of changes taking place in their bodies. They are provided with opportunities to make healthy snacks and meals using safe and hygienic practices.

Movement & Physical Activity
Students may:
• participate in regular exercise and sport
• recognise the importance of being physically active
• recognise the impact of physical exercise on their body, eg increased heart rate and faster breathing
• recognise the importance of practice in learning movement skills
• understand that performance can be improved
• be helped to keep simple scores, eg one point for hitting the target
• follow safety procedures related to physical activity, equipment and facilities, eg the dangers of water and the rules to keep them safe
• initiate a compromise to resolve peer conflict during games, eg take turns with goal shooting or get another basketball
• identify the sports that they enjoy through the media, eg following sports activities or a sports champion through the television
• prepare for physical activities/sports by collecting and dressing in appropriate clothing and safety gear
• share familiar sports equipment and assist in its distribution to fellow students
• participate in appropriate ‘warm up’ activities and identify why it is best to warm up before strenuous activities

Health Knowledge & Promotion
Students may:
• use skills to have a snack/meal in a café/food court in the community independently
• initiate and start procedures for the preparation of a simple meal, eg get ingredients to make a sandwich and start to make it
• identify the food groups and place pictures of various foods in the appropriate place on a food pyramid
• identify occasions when they can choose healthy food snacks and make appropriate choices
• identify all body parts by their correct names
• identify those parts of the body that are ‘private’, eg correctly place underwear outlines over appropriate body parts
• identify behaviours that are ‘private
• identify changes in their bodies during puberty
• recognise the need for different personal care routines during puberty, eg shaving and menstruation management
• explore different toiletries and their smells and indicate when/where they should be used and their purposes, eg soap, deodorant, shampoo, shaving cream
• anticipates when to undress in unfamiliar situations for routine events, eg bedtime on a residential trip
• understand the need to wear appropriate clothing for familiar activities and situations, eg horse riding, hot weather
• participate in more complex self-care routines with minimal supervision eg hair washing, showering
• identify people who can provide personal assistance and know how to access them, eg family phone numbers and emergency phone numbers.
• identify situations and say when they don’t feel safe
• recognise exploitative behaviour, eg abuse, bullying and inappropriate touching and the feelings associated with them
• identify the potential safety risks in the home, school and community, eg road rules, fire, bathroom
• recognise commonly used medicines and household products
• recognise that some practices and substances are harmful
• recognise that there are some medicines, eg cough syrup and other substances eg vitamins, that when used properly and safely, help the body
• understand the need for an adult to supervise or administer medications, to ensure correct medications and dosages

**Stage Ten**

**Learning Focus**

In Movement & Physical Activity students are enabled to demonstrate responsible and safe behaviour, effective communication, cooperation and sportsmanship. They are assisted to understand that physical activity provides opportunities for fun, enjoyment, challenge and self-expression as well as contributing to good health.

In Health Knowledge & Promotion students are facilitated to identify healthy eating practices and the eating behaviours that contribute to good health. They are provided with opportunities to demonstrate understanding of safety rules and safe practices in relation to food, medicines, household products and other substances. They are enabled to accept responsibility for their own personal care and personal wellbeing.

**Movement & Physical Activity**

Students may:

• recognise physical activity as a fun and enjoyment experience
• display a willingness to receive feedback that improves performance
• demonstrate the importance of using equipment and facilities correctly
• recognise the importance of, and take responsibility for, wearing the proper attire for sport and physical activities
• recognise good sportsmanship
• observe the opinions of those who are in authority during a game, eg the referee
• be aware of the score during a game
• recognise physical activity and sport as a means of social interaction
• recognise and use socially acceptable conflict resolution skills in sport
• recognise that the heart is always beating and pumping blood to the muscles and the rest of the body
• recognise that activity increases both the work of the heart and the speed of breathing, eg take pulse before and after exercise and notice the changes
• ride a bike, observing all safety rules and signs
Health Knowledge & Promotion
Students may:

- identify healthy food choices in familiar situations eg. school, home, food court at shopping centre
- identify a balanced diet and apply decision-making skills to create healthy meals
- sort foods or photographs, pictures or symbols of food into groups, eg those you eat a lot of and those you eat only a little of
- complete a food diary over a week and talk about their diet
- describe the importance of food to the body eg. for energy and growth
- explain the negative effects of poor nutrition on healthy teeth
- understand the need to wear appropriate clothing in various situations, eg party, ten pin bowling
- choose and buy own clothes with support
- demonstrate a knowledge that clothes project an image, eg wearing smart clothes for work experience
- know the importance of personal hygiene and the routines that need to be carried out in all situations, eg daily shower, after sports activities
- anticipate and complete more complex personal care routines independently, eg shaving and menstrual management
- identify substances that are harmful to the body, eg cleaning products, cigarettes, recreational drugs
- demonstrate the difference between ‘private’ and ‘not private’ behaviour in familiar situations
- be aware that over familiar behaviour isn’t appropriate
- recognise situations, advances or suggestions that threaten their safety or wellbeing, eg inappropriate touching, invitations to accompany strangers
- develop healthy appropriate opportunities to get physical contact and sensory stimulation, eg massage
- meet and visit health nurses, dentists, etc. and examine props, eg stethoscope, plasters and uniforms

Further Reading and Resources

Dandenong Valley School PMP Curriculum

Schemes of Work: Physical Education. Equals UK
Schemes of Work: Personal, Social, Health Education & Citizenship. Equals UK

Social, Personal and Health Education: Guidelines for Teachers of Students with Moderate General Learning Disabilities. National Council for Curriculum and Assessment UK


Both available for free download at:

Introduction

This domain provides students with the knowledge, skills and behaviours to be successful learners both at school and throughout their lives. The importance of the social dimension of learning is acknowledged through a focus on the development of the skills and behaviours required to learn effectively with peers. This provides students with opportunities to:

- develop an understanding of their strengths and potential
- participate in a wide range of experiences, which involve a variety of learning styles
- develop resilience and confidence to support successful learning
- take some responsibility for managing their time and resources to complete short tasks
- explore the impact of various emotions on their learning
- develop strategies for recognising impulsive behaviour in themselves and others and consider the impact of such behaviour on their learning
- recognise and enact appropriate values within and beyond the school context

The achievement of successful outcomes requires the creation of a school and classroom culture where all students are respected and valued as individuals with the capacity to learn.

Stage One
Learning Focus

Students are enabled to encounter activities and experiences. Participation is fully prompted by the teacher, with passive, resistant or simple reflex responses from the students. Students are provided with activities and experiences that encourage them to show some awareness, focus their attention and give intermittent reactions. They are encouraged to show sensory awareness in relation to a range of people, objects and materials in everyday contexts and to show reflex responses to sensory stimuli.

Students may:
- show simple reflex responses to an activity or object
- begin to give reactions to choices made by an adult
- develop confidence through familiarisation with routines

Stage Two
Learning Focus

Students are enabled to respond consistently, to show reactive responses to familiar people, events and objects and to engage in coactive exploration. They are provided with opportunities to perform actions using trial and error and to develop some learned responses over short periods of time. They are encouraged to make choices between objects and to be proactive in their interactions. They are assisted to develop and communicate consistent preferences and to express simple needs, wants or feelings in response to their immediate environment.

Students may:
- show an interest in familiar activities and objects
- react to activities and experiences with all of their senses
- respond more consistently to choices made by adult
- be willing to get messy/make a mess
**Stage Three**

**Learning Focus**

Students are supported to experience basic resources and tools while participating in simple tasks and routine activities with approaches including modelling, prompting and simplified instruction. They are enabled to actively explore their environment and materials in more complex ways and to apply this learning briefly in familiar situations. Students are provided with opportunities to develop an awareness of their own emotional responses to people, activities and other sensory stimuli. Their self-awareness is further enhanced as they are encouraged to communicate and respond to options and choices.

Students may:

- develop greater awareness of their responses to sensory stimuli
- show and share pleasure by word, gesture, expression
- cooperate with organisation of personal belongings, eg helping to hang bag on own hook
- vocalise repeatedly to request or continue an interaction with a peer or an adult
- change their behaviour to trigger a new response from a partner
- communicate simple choices, eg likes and dislikes

**Stage Four**

**Learning Focus**

Students are given opportunities to participate in routine and familiar learning activities with more independence as they remember learned responses and actions over more extended periods. They are supported in identifying and using appropriate resources for these experiences. They are encouraged to identify and celebrate their successes and the successes of others. They are encouraged to be receptive to new experiences, resources and tools.

Students are supported in the development and awareness of their learning preferences and capabilities through participation in structured learning experiences. They are encouraged to identify some of their own emotions and begin to become aware of the feelings others.

Students may:

- select appropriate resources for a specific activity from a limited choice, eg scissors or crayons
- express feelings, needs, likes and dislikes using preferred method of communication
- take pride in accomplishments
- initiate organisation of personal belongings, eg hang up bag independently and take lunch from their bag
- be appropriately energetic

**Stage Five**

**Learning Focus**

Students are encouraged to develop their confidence and independence when participating in and carrying out familiar and routine activities. They are assisted in identifying and locating the resources and tools required for familiar activities. They are encouraged to develop their concentration, their ability to remain focussed and to develop more skills and knowledge of learning experiences through repetition. They are provided with opportunities to be attentive listeners and to communicate their responses. They are enabled to recall and apply actions and strategies to familiar experiences and with support to be receptive to variations in known experiences. They are provided with opportunities to interact and learn with others and to develop more consistent and different responses to people, objects and experiences. They are encouraged to celebrate success and to identify positive emotions on task completion.
• show increasing independence and self-sufficiency in selecting and carrying out familiar activities
• persist for extended periods of time at an activity of their choosing
• adopt a position in which they can work comfortably and effectively, such as sitting, kneeling or standing at a table or at floor level
• sustain attentive listening, responding to what they have heard
• search out appropriate resources, stored in a familiar place, for familiar activities
• cope with small changes (routines, staff, venue etc.) when appropriately prepared

**Stage Six**

**Learning Focus**

Students are provided with opportunities to carry out routine tasks in familiar contexts and to participate in new experiences. They are regularly provided with opportunities to locate familiar resources. They are encouraged and supported to experience new or untried tasks and activities. Students are being taught to use words signs, or symbols to name their emotions. Strategies such as prompts and cues are used to assist students begin to control internal and external distractions and to develop their awareness that they are responsible for their actions.

Students may:

• persevere in repeating some actions/Attempts 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
• initiate 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

**Stage Seven**

**Learning Focus**

Students are provided with opportunities to demonstrate independence in familiar activities and situations. They are encouraged to develop and display a willingness and receptiveness to learn new things and to try the unfamiliar. They are provided with opportunities to attempt new self-chosen or directed activities with support and are encouraged to locate and use resources for these tasks and activities. They are being taught to use and respond to language and to develop memory skills which support their learning such as recall, sorting and matching. They are supported to participate in both individual and group activities in a variety of situations. They are assisted to begin to express and communicate their feelings, needs and choices in increasingly appropriate ways. They are enabled to develop and begin to identify their personal preferences.

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, eg waiting, putting hand up
• show flexibility when things need to change
• recognise why a task is carried out and what it involves, eg 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
Stage Eight
Learning Focus

Students are provided with opportunities to carry out a variety of roles in familiar activities and to contribute to the achievement of group goals while further developing their understanding of and ability to apply basic protocols to group situations. They are assisted to initiate participation in new and untried activities and are encouraged to initiate ideas and to choose and complete tasks with increasing confidence. They are encouraged to identify and celebrate their successes and those of others. Through the provision of support and many, varied opportunities, they are assisted to further identify and communicate their feelings, needs and choices in appropriate ways and at appropriate times.

Students may:
- collaborate in devising and sharing tasks, including those which involve accepting rules
- be willing to be taught how to do some of the things not yet learned
- feel positive about themselves
- share responsibility for planning classroom events and activities
- choose, initiate and follow through self-selected activities
- select and use resources independently and appropriately within classroom activities

Stage Nine
Learning Focus

Students are assisted to use their memory skills such as recalling, naming, sorting, choosing etc to respond positively to their environment, new experiences and situations. They are supported to manage their time and resources to complete basic tasks independently. They are facilitated to contribute to the planning of familiar routines and activities and to demonstrate their knowledge of the different resources required for these activities. They are provided with opportunities to develop and to identify their preferences for activities, objects and people and to further develop a positive attitude to learning. They are enabled to develop simple strategies to control negative emotions.

Students may:
- organise themselves independently for identified familiar routines and activities
- plan simple routines and tasks in a range of familiar contexts
- identify resources for familiar routine activities independently
- make effective use of unsupervised time
- begin to reflect on own performance and contribution
- recognise personal strengths and accomplishments, eg ability to print their name
- identify and talk about their own interests and preferences, eg favourite activities, toys and stories
- identify recreational activities (with support) that they can be involved in outside school hours
- develop and use simple breathing exercise techniques, when stressed, upset, angry, etc.
- respond to opportunities to display personal abilities and talents eg singing a song, show art
- show an understanding of their role in familiar situations by anticipating or following instructions

Stage Ten
Learning Focus

Students are given opportunities to organise themselves independently for identified routines & activities. They are encouraged to participate with others in the planning of simple routines and tasks in familiar contexts. They are enabled to apply their knowledge of the resources required for familiar routines and activities to new situations.

They are facilitated to further develop and exhibit appropriate behaviours in response to negative emotions and situations.

They are assisted to identify and accept their strengths and areas for improvement as well as the strengths of others. They are encouraged to discuss their own and others contributions to activities.
Students may
- discuss own targets and goals with support
- make suggestions to improve own learning with support
- identify and evaluate strengths and weaknesses, eg ‘I’m good at…….’ and ‘I need help with…’
- widen skills base into new area
- discuss their own and others’ contribution to activities
- cope with impact of own mistakes and failures
  - regard correcting mistakes in a positive way; recognise that mistakes can often be put right easily
- review activities and use information to plan for future activities, identifying resources needed for successful completion
- identify and discuss the needs, likes and dislikes of themselves and others
  - be aware of their ability to help others enjoy the things they like
- use relaxation techniques to soothe and calm themselves when distressed, angry or scared
- use positive thinking self-talk techniques

Further Reading and Resources

Social, Personal and Health Education: Guidelines for Teachers of Students with Moderate General Learning Disabilities. National Council for Curriculum and Assessment UK

Social, Personal and Health Education: Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.National Council for Curriculum and Assessment UK

Both available for free download at:


Schemes of Work: Personal, Social, Health Education & Citizenship. Equals UK

Brain Gym Books and CD  http://www.braingym.com.au

Peterson, Lindy, Stop, Think, Do Program  http://www.stopthinkdo.com

Primary national Strategy (2005): Excellence and Enjoyment; Social and Emotional Aspects of Learning Guidance Booklet

Red Set (Foundation Stage):
New beginnings
Getting On and Falling Out
Say No to Bullying
Going for Goals
Good to Be Me
Relationships
Changes

Blue Set (Years 1 & 2):
New beginnings
Getting On and Falling Out
Say No to Bullying
Going for Goals
Good to Be Me
Relationships
Changes
Later stages and additional related SEAL resources are available for free download
http://www.nsonline.org.uk/node/66346?uc=force_uj

You Can Do It Program & resources - http://www.youcandoit.com.au

Model Me DVDs & photo resource discs:
Model Me – Time for School 5-12 yr
Model Me – Time for Playdate 5-12 yr
Model Me – I Can Do It 5-12 yr
Model Me – Faces and emotions 5-12 yr
Model Me – Going Places 5-12 yr
Model Me - Conversation Cues 9-17 yr
Model Me – Friendship 9-17 yr
Model Me – Tips and Tricks 9-17 yr
Model Me – Confidence 9-17 yr

Teach 2 Talk DVDs:
Teach2 Talk Emotions
Teach2Talk Conversation
Teach2Talk Sharing

Transporters DVD and Resource Disc

Faceland Software

Sandbox Learning: Online personalised books on range of topics for working on emotional development, social, behavioural, communication, safety and daily living skills. http://www.sandbox-learning.com
Interpersonal Development

Introduction

The domain of interpersonal development supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts, including online. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others.

This offers students opportunities to develop the knowledge, skills and behaviours that enable them to:
- build positive social relationships
- learn to play constructively together
- respect other people’s belongings and when appropriate, to share their own
- develop friendships with peers
- work together in a group, including taking turns and sharing and caring for equipment and resources, with teacher support
- manage and resolve conflicts and think of other people’s feelings and needs
- recognise their actions have consequences for both themselves and others in social contexts
- learn and practise social conventions and how to act in socially responsible ways

Relationships with peers and adults at the school provide students with opportunities for growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

Stage One
Learning Focus

Students are enabled to encounter activities and experiences. Participation is fully prompted by the teacher, with passive, resistant or simple reflex responses from the students. Students are provided with activities and experiences that encourage them to show some awareness, focus their attention and give intermittent reactions. They are encouraged to show sensory awareness in relation to a range of people, objects and materials in everyday contexts and to show reflex responses to sensory stimuli.

Students may:
- occasionally appear alert and ready to focus their attention on certain people
- rely on others to engage, hold and direct their attention
- passively tolerate familiar routine activities
- experience being soothed/calmed when fretful, angry, scared
- accept assistance from an adult

Stage Two
Learning Focus

Students are enabled to respond consistently to, and show an interest in familiar people, events and objects and to engage in coactive exploration.

They are provided with opportunities to perform actions using trial and error and to develop some learned responses over short periods of time. They are assisted to communicate consistent preferences and to express simple needs, wants or feelings in response to their immediate environment.

Students may:
- show an interest and respond to familiar people
- respond positively to others who are caring
• show an intermittent response to supported activities
• respond well to/enjoy being noticed and valued
• form emotional bonds with familiar adults
• react to attention from others
• respond to and demonstrate readiness to engage in play
• respond to being comforted when distressed

Stage Three
Learning Focus

Students are enabled to participate in shared activities with less support, to communicate intentionally and to seek attention through eye contact, gesture or action. They are provided with opportunities to explore and manipulate objects, toys and other equipment and to communicate simple choices and likes and dislikes. They are encouraged to respond appropriately to familiar people, routines, activities and actions and to remember learned responses for more extended periods of time.

Students may:
• develop relationships by seeking attention through eye contact, gesture or action
• be confident and comfortable making eye contact
• recognise certain people and associate them with particular events, eg helpers for swimming
• engage in solitary play but show some awareness of others
• recognise and respond to self in mirror
• use facial expressions to indicate an emotion

Stage Four
Learning Focus

Students are provided with opportunities to engage more fully in their own work and play and to be involved in their own tasks. They are encouraged to be aware of the presence of others, to engage in parallel activities with their peers and to watch others playing and engaging in activities. They are enabled to identify class members and other significant people, to communicate their basic needs, wants and likes and dislikes with other people and to begin to respond to the feelings of others. They are assisted to develop their awareness of social conventions and basic rules when playing alongside others.

Students may:
• respond to feelings of others, eg another student crying, tone of voice
• respond to visual cues from others’ faces, expressions, gestures, body posture
• identify class members and other significant people
• engage in parallel activity with others
• observe the play/behaviour of others
• express a range of basic emotions that indicate their feelings
• follow adult prompts to regulate their emotions and to control impulses
• participate as part of a school group, with adult support
• under guidance share some resources and items with other

Stage Five
Learning Focus

Students are provided with opportunities to begin to develop friendships and to take part in work and play involving one or two others. They are encouraged to share, take turns and make simple negotiations with others, with adult support. They are assisted to make initiations to join activities, to respond appropriately to other’s actions and initiations and to co-operate with others on a specific task. They are enabled to show and communicate a developing awareness of their own, and others’, needs, views and feelings.

Students may:
• take part in work/play involving one or two others
• share toys/equipment during play
• cooperate on a specific single task
• maintain interactions and take turns in a small group with some support
• join in discussions by responding appropriately (vocalising, symbols, signing) to simple questions about familiar events or experiences
• initiate interactions and respond to others
• identify a range of facial expressions
• relate to and make attachments to members of their group
• greet others appropriately, with minimal prompts
• approach others with some awareness of personal space
• play cooperatively with a chosen peer

Stage Six
Learning Focus

Students are provided with opportunities to respond to others in group situations, to play and work cooperatively and to develop increasing confidence in their social interactions. They are assisted to establish effective relationships with others in small groups and to actively contribute to work/play activities. They are enabled to engage in a variety of activities with their peers, which may include make believe, and to negotiate with others in a variety of settings. They are encouraged to play cooperatively with a chosen peer and to begin to develop the concept of a ‘friend’.

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
• recognise some key emotions and identify them
• share equipment and resources with others
• when prompted, identify some acceptable ways of behaving
• when prompted, identify some unacceptable ways of behaving
• identify when others are upset or need help

Stage Seven
Learning Focus

Students are enabled to make purposeful relationships with others in group activities and to express their feelings and ideas. They are provided with opportunities to experience a range of familiar activities in small or large groups and to understand the aims of the task or the rules of the game. They are assisted to be aware of their own and others’ roles within the group, to contribute appropriately and to take part in an interchange of information and ideas.

Students may:
• work and play cooperatively in a variety of settings, eg large and small groups, etc
• 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
  – identify friends within their class
  – show interest in sharing activities with friends
• communicate their feelings in simple phrases
• begin to negotiate with others in a variety of situations
• ask appropriately to join pre-existing games/activities
• implement some of the rules related to personal space
• identify the things that make them happy or sad

**Stage Eight**
Learning Focus

Students are encouraged to be sensitive to the needs and feelings of others and to show respect for themselves and others. They are provided with a range of supervised activities and, with encouragement from other peers or adults, to be aware of their own feelings or thoughts about the activity and make choices based on these. They are enabled to communicate their feelings, thoughts and choices about an activity to other group members.

Students may:
• work independently and/or cooperatively to solve problems
• be part of same and different gender groups
• support each other in behaving appropriately, eg greeting each other politely
• be sensitive to the feelings of others
• show respect, care and concern, with support
  – develop an awareness of bullying behaviour
• identify feelings and emotions and express them in appropriate ways
• sustain a friendship over an increasing period of time
  – discuss personal friends and why they enjoy being with them
  – identify activities that friends do together
• talk to a trusted person about difficulties, fears and problems
• identify when others need help and provide support
• regulate own behaviour and emotional expression in familiar contexts

**Stage Nine**
Learning Focus

Students are encouraged to maintain and manage positive social relationships with a range of familiar people and to learn to act in socially responsible ways and to express their feelings appropriately. They are provided with opportunities to participate in a range of familiar and unfamiliar group activities, where they communicate confidently with other group members. They are encouraged to form appropriate friendships and to help others.

Students may:
• recognise their role, and others’ roles in the group and contribute appropriately in familiar situations
• attend to what others say or do and take part in an interchange of information, ideas and opinions
• be involved in a range of familiar tasks
• be aware of when to lead, follow and start the activity
• be aware of their feelings and thoughts about an activity and make choices based on these
• begin to reflect on own performance and contribution
• carry out routine activities with their friends
• begin to develop an understanding about different kinds of relationships, eg. family, girl/boyfriend
• know the difference between ‘private’ and ‘not private’ in a range of familiar situations
• begin to reflect on how their behaviour can impact on others
  – understand that bullying is always wrong
know family should care for one another
  - identify behaviours that are important for harmony in a family: listening, sharing, family rules, honesty, spending time together

identify, explore and discuss qualities and skills associated with friendship
  - spending time together, talking, playing together respecting the feelings of friends, forgiving and trusting each other
  - communicate the qualities they like in their friends

identify and respect the ways in which they are similar to and different from one another

take responsibility for mistakes and realise they can learn from them

express strong feelings in safe and acceptable ways

regulate their own behaviours and emotions in a variety of contexts

explain the generalised cause of their own emotions and feelings

**Stage Ten**

**Learning Focus**

Students are encouraged to develop and exhibit appropriate behaviours for maintaining positive social relationships, and to identify the feelings and needs of others, when working in groups. They are provided with opportunities to participate cooperatively in familiar and unfamiliar groups and to respect the views and rights of others. Through appropriate social contact, they actively seek a consistent friendship group or person and they identify their own friends when asked. They are encouraged to show concern for others and to demonstrate that they understand how their behaviour can impact on others.

Students may:

- work cooperatively in an unfamiliar group with support
- become more accepting of others’ different ways of doing things
- express and manage a wide variety of emotions appropriately and with sensitivity to others
- express affection, love, support, respect and gratitude in a range of different relationships
- express their opinions on things that matter to them
- recognise and take pride in own success and celebrate others’ achievements
- express uncomfortable feelings/feelings of vulnerability to a trusted adult
- work with various peers (preferred and non-preferred) when requested to by an adult
- offer compliments to others, when appropriate
- understand the behaviours that help a friendship to succeed
  - loyalty, trust, keeping promises, forgiveness, resolving conflict, honesty
  - dealing with jealousy, uncertainty, feeling left out
- practise and recognise the importance of care and consideration, courtesy and good manners in dealing with others
- explore and discuss how to deal with bullying
  - who to confide in, when to tell, how to be assertive

**Further reading and Resources:**

*Schemes of Work: Personal, Social, Health Education & Citizenship.* Equals UK

*Social, Personal and Health Education: Guidelines for Teachers of Students with Moderate General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Social, Personal and Health Education: Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.* National Council for Curriculum and Assessment UK

Both available for free download at:
Primary national Strategy (2005): *Excellence and Enjoyment; Social and Emotional Aspects of Learning* Guidance Booklet

**Red Set (Foundation Stage):**
- New beginnings
- Getting On and Falling Out
- Say No to Bullying
- Going for Goals
- Good to Be Me
- Relationships
- Changes

**Blue Set (Stages 1 & 2):**
- New beginnings
- Getting On and Falling Out
- Say No to Bullying
- Going for Goals
- Good to Be Me
- Relationships
- Changes

Later Stages and additional SEAL resources available for free download http://www.nsonline.org.uk/node/66346?uc=force_uj

Peterson, Lindy *Stop, Think, Do* Program http://www.stopthinkdo.com  
http://www.takeastandtogether.gov.au/under13/index.html Anti-bullying website (includes free ipad app)

You Can Do It Program & resources http://www.youcandoit.com.au

**Model Me DVD & photo resource discs:**
- Model Me – Time for School 5-12 yr
- Model Me – Time for playdate 5-12 yr
- Model Me – I Can Do It 5-12 yr
- Model Me – Faces and emotions 5-12 yr
- Model Me – Going Places 5-12 yr
- Model Me - Conversation Cues 9-17 yr
- Model Me – Friendship 9-17 yr
- Model Me – Tips and Tricks 9-17 yr
- Model Me – Confidence 9-17 yr

**Teach 2 Talk DVDs:**
- Teach2 Talk Emotions
- Teach2Talk Conversation
- Teach2Talk Sharing

**Transporters DVD and Resource Disc**

**Faceland Software**

**Cybersafety Resources**
Civics and Citizenship

Introduction

Civics and Citizenship involves the development of skills and behaviours which students need to interact with the community. Civics and Citizenship strengthens understanding and valuing of the self and develop a strong sense of personal identity in order to become confident citizens. Through Civics and Citizenship students develop an understanding of what it means to be an Australian and explore Australia’s role within the neighbouring region and the world.

Learning in Civics and Citizenship offers students opportunities to:

- understand their identity and their roles in their community
- know their rights and responsibilities
- make choices and decisions
- appreciate Australia’s role in the global community
- develop the knowledge, skills and behaviours to participate in society and take responsible action in relation to other citizens and the environment at a local and broader level

Civics and Citizenship develops understanding of the importance of personal identity within a community, what makes a community and how to engage with communities. Students apply their knowledge and skills in a range of community based activities.

Learning Focus for Stages One, Two and Three

Through sensory based experiences, students are enabled to become aware of themselves in relation to their immediate environment, familiar people and routines. They are supported while participating in activities that relate to experiences in the class and broader school community. Using explicit teaching, they are exposed to the language associated with their body parts, familiar people, and routines. They are enabled to attend to cues about the start and finish of familiar activities. They are facilitated to show intention and preference in their interactions by attending and responding with accept-or-reject gestures or actions to directions or involvement in familiar routines or by familiar others.

Stage One

Students may:

- show sensory awareness in relation to a range of familiar people.
  - use various parts of their body during exploration of movement, touch, taste, smell, texture, sights and sounds associated with familiar people and/or routines
  - remain seated for short periods
- encounter regular opportunities to visit parts of their immediate environment
  - show an awareness of their environment by a change in body language
- become aware of different actions in routine events.
  - show awareness of consistent step/s used in personal hygiene routines eg may still when about to be lifted.
  - show awareness of consistent step/s used in feeding routines eg may turn head

Stage Two

Students may:

- respond to familiar routines ie the movement, tastes, smells, textures, sights and sounds associated with familiar routines.
  - with expression/voice/action. eg open mouth to taste food, sniff interesting smells, laugh when they see swimming bag
- show emerging awareness of identity
- respond to own name
- look at themselves in the mirror
- point to or patting themselves in mirror
- respond to familiar people
  - show expression/vocalise /move when they come near, in view, voice is heard,
  - co-operate with familiar helper
  - reach out to touch faces in 1:1 activities

**Stage Three**

Students may:
- anticipate familiar routines and known events
  - put hands over ears in anticipation of loud sound
  - open mouth for food
  - look toward door after morning tea
  - show emotion when shown swim bag
  - hold out foot/hand for a massage when sees OT.
  - get bag when bus staff appear
  - indicate an acceptance or disapproval of being touched
- observe the results of their own actions with interest
- demonstrate sense of identity
  - show consistent response to own name
  - smile at individual photo of self
- show recognition of familiar people and respond appropriately to them
  - show expression/voice /action when they come near, in view, voice is heard,
  - co-operate with familiar helper
  - tolerate an encounter with a familiar person for an increased time
  - tolerate working/play alongside others

**Learning Focus Stages for Stages Four, Five and Six.**

Students are enabled to develop their awareness of behavioural expectations and to follow familiar classroom routines with support. They are given opportunities to establish a sense of self identity and an awareness of their relationships with familiar people.

Students are provided with experiences to develop their awareness of established boundaries and the behavioural expectations within the school settings. Their sense of belonging to different communities is developed through a range of experiences around the home, class, department school and broader community. Students are enabled to carry out simple negotiations with others during familiar routines and play and to develop their understanding that their actions have consequences and may impact on others.

**Stage Four**

Students may:
- follow familiar routines and take part in familiar tasks or activities with support from others eg dressing, undressing, getting lunch box
- recognise and respond to praise or disapproval
- respond by eye contact, gesture, sign or language that they recognise a particular facial expression or feeling
- respond appropriately to ‘yes’ and ‘no’
- follow simple classroom rules, with support
- attend and follow simple directions
- identify the people with whom they have a relationship, eg family members

**Stage Five**

Students may:
- anticipate next step in a familiar routine/activity
• show awareness that actions have consequences
• predict outcomes to familiar activities
• show an awareness of the behavioural expectations within the setting
• wait for their turn
• participate in rhymes, songs and role play activities using facial expressions to indicate feelings.
• develop an awareness that they can respond to the needs of others in familiar situations
• have a sense of self as a member of different communities, eg home, school, grandma’s house

**Stage Six**

Students may:

- help others with familiar tasks, such as holding a partner’s hand when walking
- carry out simple negotiations with others during familiar routines with adult support, eg turn taking on favourite equipment at playtime
- interact with paired and group role play activities with prompting
- 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, eg passing out pencils
- talk about experiences at home.
- identify important relationships in their lives, eg family members, friends, pets, teachers

**Learning Focus for Stages Seven and Eight.**

Students are provided with support and opportunities requiring them to demonstrate self-control by following rules and routines within different contexts in the school. They are enabled to develop their understanding of rules and basic social protocols and the consequences of hurting others. Students are provided activities to develop their ability to work in groups and to begin to develop friendships. They participate in activities which help them develop an understanding of their place in the communities in which they live.

**Stage Seven**

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, eg take care when sharing other people’s things
- talk about their home and family

**Stage Eight.**

Students may:

- show basic understanding of what is right or wrong in familiar situations
- follow essential, non-negotiable rules
- describe significant people and places in their lives, eg parents, sports figures, bedroom, park, shopping centres, and the rules associated with them
- identify the people who are important in their lives and their relationship to them, eg make a display of these people and what they do with them
- take turns and share with others on an agreed basis
- take on a variety of tasks in group activities and contribute to the achievement of the group project

**Learning Focus for Stages Nine and Ten.**

Students are enabled to explore their responsibilities and those of others in familiar contexts. They are encouraged to engage in school and cultural events in a responsible and active way.
Students are given opportunities to identify the range of groups to which they and their family members belong. They are given opportunities to participate in a range of individual and small group class and school based activities such as recycling, taking responsibility for class resources and to participate in local and national celebrations. Activities focus on developing student knowledge and understanding of fairness, behavioural expectations and co-operation.

**Stage Nine**

Students may:

- accept consequences when behaviour is unacceptable
- demonstrate self-control by generalising classroom rules and routines in different contexts in the school, eg pool, multipurpose room, other classrooms
- follow agreed codes of behaviour which help groups of people work together, eg while queuing in a supermarket
- begin to understand that everyone’s likes and dislikes are equally valid
- begin to respect the needs and wishes of others, demonstrating a caring attitude
  - match their needs and likes with their friends; understand that some needs and likes are the same & some different
- participate with a reasonable degree of self-discipline
- demonstrate increased self-control when situations vary
  - tolerate changing situations by behaving appropriately
  - demonstrate behaviours that are appropriate to the situation
- co-operate with activities that help others and respond to turn taking
  - take notices to office with a peer
  - help with classroom tasks
  - let others have a turn
  - stop doing something that is unhelpful eg stop throwing rubbish on the floor
- identify people with whom they have significant relationships and the rules and responsibilities associated with them

**Stage Ten**

Students may:

- know what is own and what is others’ responsibility
  - learn that they have responsibility for care of their environment
  - carry out routines in terms of caring for the environment
- take responsibility for themselves
  - recognise own belongings,
  - put away own belongings
  - find their belongings from a group
  - communicate a need
  - fulfil own need
- be aware that some behaviours are inappropriate in some contexts
- understand the consequences of their choices
- judge right and wrong on the basis of the consequences of their actions
- have a sense of self as a member of different communities
- have developing respect for their own cultures and beliefs, and those of other people
Discipline-Based Learning
Domains:

- The Arts
- Literacy
- Numeracy
- Science
- Humanities
The Arts

Introduction

The Arts are important for the exploration and communication of ideas, feelings and beliefs; as vehicles for intellectual, physical, social and emotional development and for enjoyment. They help students understand themselves and relate to others, forging important links between the home, school and the wider community. The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. These may include art, dance, drama, multimedia and music. This domain allows students to create and critically explore visual culture, performances and works that involve the fusion of traditional forms with digital media.

Learning through The Arts offers students opportunities to:

- demonstrate their ability in an area not dependent on language skills
- experiment and try new ideas where there are no right or wrong answers
- be involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning
- experience, experiment with and use colour, form, shape, space, texture and pattern
- explore different materials and processes
- respond to and communicate what they see, feel and think, on their own or working with others
- value and assess their own and others' achievements

At Dandenong Valley SDS the Arts play an extensive role in supporting and enhancing many areas of the curriculum. They encourage the development of skills and the exploration of technologies, materials, forms and processes. They stimulate the exploration of ideas through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

Learning Focus for Stages One, Two and Three

Students are provided with opportunities to participate in activities which develop their awareness of sights, sounds, smells, actions and textures. Stimulation of the senses is undertaken to heighten the student's ability to notice, appreciate, explore, experiment and create in music, the visual arts and drama. They are encouraged to attend, respond and to initiate simple actions.

Stage One

Students may:

- experience a range of materials, colours, tools through their senses and explore them with support
- become aware of sounds in the immediate environment eg
  - footsteps approaching
  - a voice speaking student’s name
  - sound of microwave heating food for lunch
  - sound of rain falling, wind blowing
- experience musical sounds from a variety of sources
  - participate exploring musical equipment using switches/toys touch
  - co-actively explore a bag containing auditory objects.
  - allow parts of body to be used make sounds
- experience sensory stimuli in drama activities
  - become aware of costumes and props
  - become aware of change in classroom when props are set up
  - become aware that others listen to the sounds he/she makes
- accept experiences and tolerate being part of a group.
  - sit while cloth waved to simulate breeze.
Stage Two
Students may:

- respond to interactions with a range of materials
- show an interest in what they see, hear, smell, touch and feel, eg enjoy scuffling through leaves, delighting in the noise they make and twirling round and round
- use their bodies to explore texture and space, eg finger and foot painting
- show awareness of different colours
- show interest in sound making equipment /toys
  - imitate and repeat the action that operates the item
  - look toward the direction of sound.
  - deliberately make sounds in order to gain or sustain attention
- respond to a range of musical sounds and experiences
  - attend to the direction from which sound comes
  - respond to sounds coming from different directions
- experience live and recorded performances
- display awareness of sensory stimuli in drama activities
  - show interest in particular costumes or prop
  - show reaction when sensory signals are used in a performance
  - show awareness of being involved in a performance

Stage Three
Students may:

- begin to differentiate between colours
- differentiate marks and movements on paper
- experiment with a range of materials and processes including paint, collage or mixed media
- focus attention on visual and tactile elements in their own work
- experience the various ways in which sound & music are part of their daily life eg
  - track & find the different sources of sounds
  - draw attention to sounds heard in the environment eg go to window as mower passes
  - move toward cd player
- listen and respond to a variety of different musical stimuli with increasing personal involvement
  - show interest by expression/action /vocalisation
  - use parts of body to make sounds
  - show response through facial expression body movement
  - independently make tapping sounds on different surfaces
- explore how sounds can be made
  - experiment with sound making equipment, instruments, toys and voice
- imitate the actions of others
  - imitate ways of making sounds using body eg clap tap vocalise
  - imitate way of using an instrument (homemade or other)

Learning Focus for Stages Four, Five and Six

Students are assisted to develop their knowledge of cause and effect in creative processes. They are provided with opportunities to explore materials and equipment systematically, to listen and attend to familiar musical activities and to follow and join in familiar routines. They are encouraged to repeat an activity to make the same or similar effects. They experience activities which enable them experiment with and develop the ability to handle and use tools and materials purposefully and appropriately.

Students experience and are provided with opportunities to enable them to show preferences for activities and materials and to begin to carry out simple processes and techniques.

The students are given opportunities to perform in simple role plays and presentations including simple musical performances.
Stage Four
Students may:
- differentiate between colours
- recognise and name the primary colours of pigment (red, blue and yellow)
- manipulate materials/equipment with a degree of control
- use materials/equipment within a defined area
- experience a variety of techniques and materials, eg roller printing
- sing to themselves
- repeat/imitate actions, sounds or words in songs
- echo simple rhythmic patterns when playing a percussion instrument
- participate in music activities that develop their sense of tempo (fast/slow) and dynamics (loud and soft)
- remember gestures and actions for a simple song/dance
- perform simple dances and action songs with support
- participate in performances at community venues with support, eg Music Festival
- role play during a story, eg mimic the movements of a character in a story with support
- complete locomotive movements in all levels of space

Stage Five
Students may:
- make 3D structures
- develop preferences for different forms of creative expression
- make collages, paintings and drawings
- use lines to enclose space and begin to use these to represent objects
- begin to build up a repertoire of favourite songs
- sing a few simple familiar songs
- imitate playing loudly, quietly, quickly or slowly
- match a sound to a correct instrument
- begin to identify some instruments
- explore the sounds of instruments
- perform dances and action songs
- role play a variety of actions during a shared story
- be aware of themselves as performers, eg at Christmas Concert or Music Festival
- sustain interest on task for duration of moments of active participation eg show excitement on hearing own name mentioned in story, take his/her turn with assistance in a routine performance (concentration may be short)

Stage Six
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, eg painting, collage and box art
- identify specific sounds heard in their classroom environment, eg 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, eg a drum or a triangle
- accompany songs using appropriate rhythm instruments, eg 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, eg concerts at school, shopping centre and primary school
- sustain interest for the duration of a simple performance eg watch others, take turn with minimal prompt & then resume watching the action

**Learning Focus for Stages Seven and Eight**

Students are enabled to communicate ideas, events or experiences through their use of colour, form, line or tone. They are provided opportunities to intentionally represent an object or emotion and to purposefully choose colours or techniques. Confidence in using a variety of processes and to make appropriate use of tools and materials is facilitated through explicit teaching and direct experiences. Students are provided with opportunities to listen to a range of music and to describe it in simple terms. They are enabled to respond to musical instructions when playing instruments.

Explicit teaching and consistent use of language associated with the arts enables students to begin to describe as well as to demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts. Students are provided with opportunities to work alone or in groups to produce music, art, drama and dance.

**Stage Seven**

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
  - communicate about objects that have eg nice shape, colour, texture, patterns
  - show curiosity about the work of others
- recognise and identify the elements in a range of art forms, eg collage using wool, bottle tops, leaves,
- 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 fast, slow, loud, 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

**Stage Eight**

Students may:
- describe how the secondary colours can be created by mixing the primary colours
- experiment with more complex techniques and materials with support, eg quilting
- show skill in cutting, pasting and painting
- use pictures, sculptures and collages to represent ideas, eg select happy faces for a collage
- use familiar material in new ways, eg paint with natural materials
- share materials in visual art activities
- distinguish between the lighter and darker tones of colour
- identify the shapes and colours in familiar environments, eg shapes and colours in wrapping paper
- work in a group to produce an art work, eg mural
- name different movements they can do to music
- demonstrate understanding of rhythmic patterns, eg clapping to the beat
- identify familiar instruments by sound, eg drum, piano, guitar
- perform movement sequences/short dances of increasing complexity
- perform dances to each other and familiar audiences
• move in response to the tempo of music, eg fast, slow, dreamy, or scary music
• play the parts of characters from nursery rhymes and stories
• communicate their responses to a variety of stimuli such as nursery rhymes, picture books by using elements of drama and dance, eg chanting in a group, moving
• demonstrate control of their bodies when moving like different objects and animals, eg floppy clown, stretching cat
• make simple props and settings from appropriate materials

Learning Focus for Stages Nine and Ten

Students are provided with opportunities to produce recognisable art works in one, two and three dimensional forms to demonstrate their creativity and control over tools and materials. They are enabled to show their awareness of colour, line, shape, form, space and texture while appreciating their own achievements and those of others.

They are provided with listening, performing and creative opportunities to demonstrate their understanding of some of the basic elements of music, drama and dance while developing their knowledge appreciation and enjoyment of the different genres.

Stage Nine

Students may:
• describe the texture of things
• experiment to create different textures
• choose particular colours to use for a purpose
• use vocabulary to compare and talk about what is happening, eg lighter, darker, thicker, thinner and shade
• understand that different media can be combined, eg watch a program on dinosaurs, then make a model dinosaur from boxes and textured materials
• work as a group member to plan and produce a completed art work, eg sets for a play, giant mural
• express their responses to various kinds of music by means of appropriate movements, eg marching to a loud beat
• sing expressively, showing awareness of the meaning of familiar songs
• create simple music patterns, eg colour coded keyboard
• identify ways in which music is part of their daily life, eg in the media, at parties and family celebrations
• develop preferences for particular musical styles and artists
• engage in imaginative and role play based on first-hand experience
• perform movement sequences/short dances of increasing complexity
• work in groups to plan, rehearse and present a dramatic work or role play

Stage Ten

Students may:
• describe different ways in which a variety of art materials, tools and techniques can be used, eg construction paper can be fringed with scissors
• identify strengths and areas for improvement in their work and explain their choice, eg ‘I did a great job of cutting the circles.’ ‘Next time I will choose a background colour that stands out’
• describe the relationship between an artwork and their own experience
• organise and present own visual artwork to an audience
• organise media elements such as words, sounds and images to create stories
• identify, in a plan, their specific choices of subject matter, tools, materials and techniques, eg plan to make picture of their family in which they would use paint and fabric
• sing in unison as a member of a school choir
• produce a specific effect using various sound sources, eg the voice, the body, instruments
• plan for all aspects of a performance such as music, costumes and props
• describe and discuss features of a performance they have seen
• attend concerts and performances of their favourite artist
**Further Reading and Resources:**

*Visual Arts Guidelines for Teachers of Students with Moderate General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Music Guidelines for Teachers of Students with Moderate General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Drama Guidelines for Teachers of Students with Moderate General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Visual Arts Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Music Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Drama Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.* National Council for Curriculum and Assessment UK

All available for free download at:

Introduction

The domain of Literacy is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of texts and media in print and electronic forms. For success at school and beyond it is necessary for our students to understand and recognise how language works for them.

Learning in Literacy offers students opportunities to:
- develop the ability, to listen, to understand and to respond
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, question and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience

Literacy encompasses all aspects of non-verbal, verbal and written communication. Work in Literacy promotes learning across the curriculum and underpins students’ achievements and participation in all aspects of their lives.

Stage One
Learning Focus

Students are enabled to encounter activities and experiences to develop their awareness of their environment and sensory stimuli input.

Learning experiences are fully prompted and designed to move the student from reflex responses to intentional responses. They are supported by high levels of focused attention, direction and assistance from the teacher using appropriate approaches such as Intensive Interaction.

In Reading students are enabled to make sense of and derive pleasure from all types of visual and tactile representations.

In Speaking & Listening students are provided with opportunities to attend to stimuli and to focus visually and aurally.

In Writing students are enabled to develop the postural control necessary for drawing – to respond to tactile stimuli and to experience a variety of objects in the hand. The teacher notes responses to inform future teaching.

Reading

Students may:
- develop his/her awareness of and ability to manipulate objects
- observe and feel differences in the texture, size, colour and shape of 3D objects.
- observe and feel differences in the texture, size, shape and colour of 2-D materials
- concentrate increasingly on the finer details of people and objects
- attend to physical/aural/visual sensory input related to story, rhythm or rhyme eg Tac Pac © activities

Speaking & Listening

Students may:
- show a response to sensory activities
  - Tac Pac © activities
  - a stimulus presented by an adult in an on/off pattern (presented, taken away very briefly, re-presented eg rocking, strong visual stimulus, vibration, strong/unusual smell or taste (if safe for the student)
– accidentally cause pleasurable sensations eg when placed on a blanket on top of crinkly paper so that body movement causes sound; when placed so that non-intentional head or eye movements will reap visual rewards, or perfume placed so that head movement will give a smell.

• show a response when basic needs and desires are met
• display interest in familiar people in the immediate environment
  – participate in Intensive Interaction
  – visually fix and track adults/siblings/other students, listen to and track the sound of a person moving around.
• develop awareness of the presence of other students
• listen and attend to familiar sounds in the immediate environment.

Writing
Students may:
• develop the postural control necessary for drawing
  – have a stable position that allows him/her to free one hand,
  – have a position that allows him/her to reach and easily see a drawing surface,
  – have opportunities to be in sitting, kneeling, standing, prone or side-lying positions as appropriate
• experience sensory materials
• tolerate a gentle physical prompt for hand and finger painting
• hold an object briefly when placed in their hands

Stage Two
Learning Focus

In Reading students are enabled to develop their ability to focus visually and to track objects, people or activities.
In Speaking & Listening students are given opportunities to develop consistent responses to familiar people, objects or activities.
In Writing students are enabled to develop their awareness of and ability to manipulate objects and to observe and feel differences in texture, size, shape and colour. They are given opportunities to engage in a variety of drawing and painting activities such as hand or finger painting.

Reading
Students may:
• develop his/her interest in and ability to explore objects
• with gradually decreasing guidance, sort and match 3-D objects
  – inset boards, graded tower buildings, shape boxes
• focus on an object/book within a sensorystory
• recognise familiar faces
• recognise and respond to familiar environments
• respond to familiar prompts in a sensory story, Tac Pac activity or Intensive Interaction

Speaking & Listening
Students may:
• become aware of his/her own name
• react to their own image in a mirror
• show enjoyment of interactions
• focus briefly on activity or object being shared with an adult eg during Intensive Interaction or a Tac Pac © activity
• attend to the use of objects of reference or tactile, gestural, pictorial or verbal cues for familiar people.
• listen attentively to, and focus on or track sounds in his/her immediate environment
  – locate sounds made within vision/out of vision/sounds played above, below and behind student.
  – track sounds that interest them
• listen to and imitate sounds made by themselves or others
• respond consistently to a familiar person
• react to unfamiliar people with suspicion, reserve, or rejection
• show recognition of familiar or favourite objects or activities
• make movements to cause pleasant reactions when placed in a responsive environment eg deliberately shake the wrist as soon as a bell bracelet is secured to it, deliberately move the body to obtain tactile/aural/olfactory/visual stimulus, deliberately move a limb or drop something in order to gain auditory or vibratory feedback.
• show understanding of a familiar activity by an anticipatory response, eg smile
• respond to various different tones of voice, eg anger
• take turns in interactions with another person, eg vocalising games

**Writing**
Students may:
• maintain a suitable posture for drawing
  – with decreasing assistance sit as upright as possible, raise upper body if in prone position, free upper arm in side-lying position, stand securely, look at the drawing surface
• manipulate sensory materials with hands
• reach out for an object placed near hand
• engage in hand-printing and finger-painting exercises
• paint with thickened textures/vivid colours/ warm paint/on textured surfaces
• develop an ability to grip drawing implements
• hold/grasp/squeeze/push/tear/twist a variety of materials.

**Stage Three**
**Learning Focus**

In Reading students are enabled to make connections between visual aids and objects and people.

In Speaking & Listening students are given opportunities to respond to objects of reference/gestural/pictorial and verbal cues about objects or activities.

In Writing students are encouraged to develop an interest in painting and drawing activities and assisted to develop their ability to grasp and release drawing and painting implements.

**Reading**
Students may:
• develop an awareness of 3-D materials that can be used to represent familiar people/objects
• observe and participate in using objects of reference
• recognise single personal objects, eg cup, bag, coat
• scan to recognise a single personal object among other objects
• focus on photographs, pictures, symbols or books
• show enjoyment/interest when sharing a familiar book/story/poem with an adult
• help to turn pages of book/story when sharing with an adult
• participate in next action/gesture/sound/prompt in a familiar story/poem/rhyme, with help
• anticipate next action/gesture/sound in a familiar story/poem/rhyme

**Speaking and Listening**
Students may:
• respond to the use of their name in familiar situations
• make eye-contact/become still/turn head/smile when called by a familiar adult (the adult strategically reduces visual or tactile cues so that he/she is sure that the response is only to the name)
• participate in simple turn taking activities eg clapping hands, hitting a drum in turn.
• attend to one object or activity for long enough to gain useful information about it
• show memory of a familiar song, rhyme or story by providing sounds or actions at appropriate times
• experiment with his/her own vocal sounds: with a range of sounds, with volume and tone.
• attempt to imitate the intonation patterns of adult speech
• initiate communication using sounds, signs, PECS or gesture
• use sounds/smile to attract attention to an object or event of interest, give/keep eye contact, wait with interest for adult response, turn head away to indicate enough.
• use vocalisations deliberately in order to get a response, showing understanding of the effects of their actions
• point towards an interesting object (not necessarily combined with making eye contact with an adult)
• indicate preferences by pointing or selecting
• indicate ‘yes’ or ‘no’ to simple questions by facial expressions, actions, vocalisations or gestures
• take an adult to an object, or an object to an adult, in order to request assistance
• respond to the use of objects of reference/gestural/pictorial/verbal cues about people, events and objects
  – show anticipation when sound of familiar person’s car is heard, show excitement when picture of favourite person is shown/that person’s name is used.
  – get swimming bag when object of reference relating to swimming is shown

**Writing**

Students may:
• independently adjust his/her posture to accommodate drawing and writing
• stabilise himself/herself in sitting, standing, kneeling, prone or side-lying position, hold drawing surface with one hand while drawing with other.
• use palmar grasp with either hand
• experiment with a range of drawing implements on a range of drawing surfaces
• scribble a few quick strokes with no apparent link between hand and eye
• attend to the shape of marks created
• sprinkle sand or glitter onto painted marks, then feel and observe them when dry
• attend to the direction of marks created
• making sweeping and flowing marks with a finger/an implement in the air/on a large surface
• attend to scribbling action
• scribble in anti-clockwise circular manner
• follow lines within tracks with fingers
• scribble freely using paintbrush, mouse, finger

**Stage Four**

**Learning Focus**

In Reading, students are enabled to develop their awareness of the function of books. They are given opportunities to observe and attend to the sequence of simple picture books and to participate in the handling of books.

In Speaking and Listening students are given opportunities to attend to spoken or gestural instruction and to make choices between objects/activities/people and to use single words, signs and symbols for familiar objects and to communicate about events and feelings.

In Writing students are supported to make marks or generate symbols in their preferred mode of communication and to scribble or paint freely with a large range of drawing and painting implements on a variety of drawing surfaces.

**Reading**

Students may:
• develop an awareness of 2-D materials that can be used to represent familiar people(objects/pictures/non-letter signs and symbols,
• look from the symbolic to the real thing,
• feel the symbolic and the real thing.
• understand that printed words/pictures/symbols represent real things
• open books and look at pictures
• turn pages, several at a time
• hold book right way up
• listen and respond to familiar rhymes, action songs and stories
• join in with repetitive verse, actions, gestures
• anticipate and carry out familiar actions, gestures and repetitive phrases in a familiar story
• know that stories are linked to particular books, pictures or sequences
• develop left to right sequencing
• recognise pictures of everyday objects when shown at different angles or half concealed

**Speaking & Listening**

Students may:
• respond appropriately to common social occasions/daily routines
• make eye contact/smile/extend hand for greetings, wave or say bye-bye for departures, smile/express thanks, show concern by expression/action/vocalisation
• recognise every day sounds and familiar objects in verbal contexts
• look at/point to items as they are named, match picture/symbol/make sign for familiar objects and people, name a number of own toys, interests, favourite objects
• understand key words in routine instructions, eg ‘dinner’, ‘drink’, ‘sit down’
• give correct picture/symbol/photo/object on request from a selection
• point to familiar people/objects in response to command ‘show me’, ‘point to’
• recognise own name and those of familiar people in verbal contexts
• indicate needs with different tones/sounds/gestures/signs/PECS
• vocalise or sign simple greetings, requests and yes/no response
• communicate simple choices, likes and dislikes
• make representational sounds such as animal noises
• use nouns in functional or play situations
• use words, symbols or signs and describe what he/she is doing in relation to activities, games, toys
• use single words/signs/symbols to comment in familiar situations in his/her immediate environment, eg ‘more’, ‘finished’
• initiate communication using single words/signs/symbols in familiar situations, eg ‘drink’

**Writing**

Students may:
• grasp a writing implement with a preferred hand and make marks on paper
• grasp a writing implement with a tripod grasp and make marks on paper
• grasp a writing implement with a pincer grip and make marks on paper
• use a range of drawing implements on a range of drawing surfaces to achieve various effects and designs
• refine free-flowing rhythms of early drawing attempts gradually to more controlled movements as hand/eye coordination improves
• colour within a pre drawn outline
• move from colouring the whole page to colouring inside a large/medium-sized circle or other regular geometric shape
• show interest in the drawing of models of familiar representations
• look from the real thing to the drawing, point to what is represented
• draw lines within tracks
• draw(with decreasing help)around regular templates
• trace outline with the finger, draw around with finger dipped in paint, draw around with an implement
• scribble alongside a picture
• generate symbols from a selection on the computer
**Stage Five**

**Learning Focus**

In Reading at Stage Five students are enabled to derive some meaning from familiar text, symbols or signs and to match objects to pictures and symbols. They are encouraged to handle books appropriately and given opportunities to answer questions about content at a basic level. In Speaking & Listening students are given opportunities to link two key words, signs or symbols with purpose and in context and to respond to requests or to ask questions. They are provided with a range of communicative contexts. In Writing students are enabled to attribute meaning to their own marks. They are provided with opportunities to detect visual similarities and to complete visual patterns.

**Reading**

Students may:
- have favourite books
- turn pages one at a time
- show curiosity of familiar story by asking questions at two word level, eg ‘where dog?’
- use pictures in a book to retell part of familiar story (verbally, signing, symbol, gesture)
- look for specific object/picture in a book
- display awareness that story has finished
- recognise that pictures/objects represent something; that a word/symbol gives meaning to the object/picture
- match picture to picture/symbol to symbol/object to symbol
- recognise own name and names of other students

**Speaking & Listening**

Students may:
- use common salutations correctly
- greet and express goodbye to strangers and familiar people
- use an expanding vocabulary to convey meaning
- understand and follow instructions using a negative and one other word, eg no drink
- introduce possessive, eg John’s coat
- understand ‘where’, ‘what do you want’ questions and ‘give me’ requests
- respond to questions and requests using yes/no’ (verbal sign symbol or gesture)
- use questions, interrogative plus one other word, eg ‘where drink?’
- express two concepts, ideas using speech, signs, symbols, eg big dog
- hear and say the initial sound of some words

**Writing**

Students may:
- trace patterns from left to right
- draw around a simple shape
- colour within a large, clearly defined outline
- colour large shapes with thick outline gradually refined to smaller shapes
- trace over large, bright or textured models of significant letters with a finger/drawing implement
- trace letters of own name (indicate the starting point for each letter)
- trace familiar letters used in signs (indicate the starting point for each letter)
• use ICT eg Clicker to record class activities or a story
• give pictures a name
• attempt to write a caption for a picture
• dictate a caption for a picture
• use ICT to write own name

Stage Six
Learning Focus

In Reading students are enabled to recognise letters and print in their environment and to link familiar words to basic needs, wants, people and activities. They are encouraged to display reading behaviours and to use illustrations to predict the topic of reading.

In Speaking & Listening students are enabled to develop their ability to combine 2 or more words, signs or symbols in simple phrases. They are provided with opportunities to display their understanding of the social rules of communication and to use language to perform common social functions such as greetings, simple requests and expressing concern.

In Writing students are enabled to match letters and numbers and to begin to trace over lines, patterns and letters.

Reading

Students may:
• enjoy personal books with text/symbols
• recognise and identify characters in familiar books/texts/software
• 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 students in class/group
• identify names of students 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 may:
• greet familiar adult without reminder
• 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 interrogative words, eg 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 eg 2 nouns plus verb; 2 nouns plus preposition; 2 nouns plus adjective
- use negative plus noun eg no dinner
- use prepositions: in, up, on, down under
- use pronouns: you, me, my, mine, your, I
- use plural ‘s’ on nouns

**Writing**

Students may:
- imitate pattern of objects
- copy pattern of objects from a card
- form initial letter of own name whilst sounding with support
- 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

**Stage Seven**

**Learning Focus**

In Reading students are enabled to predict words, signs or symbols in narrative. They are given opportunities to distinguish between print or symbols and pictures in texts. They are encouraged to follow the conventions of reading and to participate in activities to develop their recognition of the letters of the alphabet.

In Speaking & Listening students are provided with opportunities to communicate ideas about present, past and future events and experiences, using simple phrases and statements. They are encouraged to use conjunctions to link ideas or add new information beyond what is asked. They are enabled to contribute appropriately one-to-one and in small group discussions and role play.

In Writing students are given opportunities to trace and copy letters and to group them in word-like sequences. They are encouraged to sequence pictures to create stories.

**Reading**

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 – join in dramatic input
- complete 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

**Speaking & Listening**

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
- know when to stop talking and give space for a partner to speak
- use conjunction ‘and’
- apply knowledge of tense sometimes incorrectly, e.g. runned
- use some irregular tenses
- use past tense correctly
- use future tense correctly
- 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 and wait for an adult response to a question
- 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 & stories

**Writing**

Students may:
- find first blank page in book
- use second hand to hold paper while writing
- start writing on left of page
- write all the letters in own name
- write 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 half words from memory
- use objects of reference/pictures/symbols/words to record events and experiences
- place objects on a board to record the events of the day/paste two or more pictures/symbols to record a class trip
- ‘read’ writing
**Stage Eight**

**Learning Focus**

In Reading students are enabled to recognise or read a growing repertoire of familiar words or symbols, including their own names. They are given opportunities to recognise the letters of the alphabet by shape, name and sound. They are assisted to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

In Speaking & Listening students are assisted to link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one. They are encouraged to use a growing vocabulary to convey meaning to the listener. They are provided with opportunities to take part in role play and to listen to a variety of reading material. They are assisted to follow requests and instructions with four key words, signs or symbols.

In Writing students are enabled to use pictures, symbols, familiar words and letters in sequence to communicate meaning for a variety of different purposes.

**Reading**

Students may:

- track text page by page, left to right, top to bottom pointing when reading
- make 1:1 correspondence between written and spoken words
- point to lines of text as adult reads
- join in discussion about a story
- echo an adult reading
- use repetitive passage when ‘reading’ independently
- respond to situations in a story, eg laugh
- talk about the events in a story
- use picture clues to suggest what the book may be about
- offer an appropriate word to complete a sentence, eg truck/lorry
- sequence 3 pictures in a familiar story
- create a story from pictures
- read 15 high frequency words
- rhyme by recognising, exploring and working with rhyming patterns
- listen/identify initial sounds of words
- recognise by matching lower and upper case letters
- identify the letters of the alphabet by their sound
- identify letters of the alphabet by their name
- identify letters of the alphabet by their shape

**Speaking & Listening**

Students may:

- show adequate eye contact for communication when speaking
- initiate/take up the conversation with another person
- leave space for others to speak
- wait for response to their speech
- interrupt occasionally mainly to add or extend information
- wait until asked to respond by the teacher
- report on something they have done
- show excitement in their voice when reporting something they enjoyed
- show adequate variation in intonation
- tell what is happening in a picture
- relate an experience, eg event or story
- use correct pronouns
- use role play in free situations such as the playground
• combine 4 key words, signs, symbols to communicate ideas, eg noun verb preposition noun, noun preposition adjective noun, adjective noun verb noun
• use the prepositions : over, through, around
• asks interrogative questions : ‘what’ and ‘where’
• use negatives ‘no’ or ‘not’ with 2 other words, eg not eat dinner
• respond to messages or instructions at a 4 word level (using words, signs or symbols)
• use prepositions including : behind, in front, beside, between, inside, outside, up, down, next to
• understand questions : ‘when’
• understand the negatives ‘isn’t’ and ‘can’t’

Writing

Students may:
• copy from the board
• use creative spelling
• ask how to write a word
• use correct initial letter of word frequently
• use letter sound knowledge in writing
• ‘read’ what they have written
• give text some meaning

Stage Nine

Learning Focus

In Reading students are enabled to use their knowledge of letters, sounds and words to read simple texts with meaning. They are given opportunities to comment on events or ideas in stories, poems and nonfiction. In Speaking & Listening students are enabled to communicate clearly about matters of interest, taking turns in a range of situations and groups. They are encouraged to follow what others say and to respond appropriately, sustaining their contribution and the listeners’ interest.

In Writing students are given opportunities to produce recognisable letters and words or symbols to convey meaning. They are enabled to correctly form commonly used words, letters and numbers. They are introduced to the use of full stops and capital letters.

Reading

Students may:
• show awareness that some books give information about a specific subject
• use pictures to predict an unfamiliar word
• with help or symbol support read a simple sentence or phrase
• express an opinion on the story, event or character
• re-read class stories/books
• respond to rhyme and pattern of language
• use context to help decode text not always correctly, eg sock/shoe
• use knowledge of story to assist in decoding text
• understand increasingly complex text and recount main events or facts; comment on obvious features, eg good/bad characters
• understand alphabetical order
• know the alphabet
• name letters of alphabet in lower and upper case
• listen/identify initial sounds of words
• explore and play with rhyming patterns
• generate rhyming strings, eg fat, cat, pat
• identify the final sound of unfamiliar words
• use initial letter sound, graphic and context clues to attempt to decode a word
• use vowel sounds to help build Consonant Vowel Consonant words (CVC)
• learn combination of following sounds; ch, sh, th
• use phonics to read new words in simple text
• read final phonic clusters, eging, ed, er, st
• use ‘s’ for plurals

Speaking & Listening
Students may:
• ask questions at appropriate intervals to show an interest in what the speaker is saying
• use language to express feelings
• understand and use negatives, eg don’t
• understand and use the comparative/superlative, eg big, bigger, biggest
• respond in a complete sentence, reply when questioned on an event
• talk about things of personal interest, eg ‘news’, in familiar settings
• follow more complex instructions
• use language to express opinion
• give reasons for opinions, actions and choices
• understand and use questions
• participate in group situations like ‘Circle Time’ using 2/3 sentences to speak about an item of personal interest, eg football
• follow what others say and make relevant comments
• use intonation, facial expression and gesture/body language appropriately
• listen carefully to other people’s reactions and take their views into account
• retell an experience using descriptive language

Writing
Students may:
• make a contribution to group writing
• discuss what they want a scribe to write
• produce recognisable letters and words to convey meaning
• draw round letters in the correct direction
• write most lower case letters correctly
• write most upper case letters correctly
• begin to revise written work with assistance
• organize information so that the writing conveys a clear message, eg describe events in the correct sequence
• answer questions about the content of their writing
• make amendments on reading own writing
• create an imaginary event, place or person and write about it
• use phrases and simple statements to convey ideas choosing some appropriate vocabulary and some words spelt conventionally
• spell two letter words
• spell phonic based CVC words
• spell common 3 letter words in high frequency list, eg the, dolch words lists

Stage Ten
Learning Focus

In Reading students are provided with opportunities to read simple unfamiliar texts independently and encouraged to use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They are enabled to recount the main events or facts; to comment on obvious features of the text, the main characters and how they relate to one another. They are given opportunities to express opinions about events and actions and to comment on some of the ways in which the text is written or presented.
In Speaking & Listening students are provided with opportunities to communicate on topics of interest and to express ideas using an appropriate vocabulary and more varied expression. They are enabled to develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.

In Writing students are enabled to communicate meaning beyond a simple statement and to use vocabulary appropriate to the subject matter. Students are assisted to compose sentences and to use some punctuation to demarcate these appropriately. Students are enabled to write legibly, with correct letter formation and to use accurate spelling.

**Reading**

Students may:

- recognise print in his/her environment
  - recognise labels in the kitchen: tea/coffee
  - recognise and act appropriately when faced with common signs: Ladies/Gents
  - recognise and act appropriately to signals: Danger/Bus Stop/Exit On/Off
  - read and react appropriately to signs giving directions: inside and outside the shop/on the street
  - read and identify bus numbers and destinations
  - recognise and pick out brand/trade names in supermarket
  - read the TV guide
- recognise print in his/her environment
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  - recognise and act appropriately when faced with common signs: Ladies/Gents
  - recognise and act appropriately to signals: Danger/Bus Stop/Exit On/Off
  - read and react appropriately to signs giving directions: inside and outside the shop/on the street
  - read and identify bus numbers and destinations
  - recognise and pick out brand/trade names in supermarket
  - read the TV guide
- handle books appropriately without guidance and initiate own reading activity
- read simple unfamiliar texts accurately, eg a new book at an appropriate reading age
- develop a range of reading strategies, eg self-correct when meaning is lost, re-read or read ahead
- use different strategies in reading unfamiliar words, eg phonic, contextual
- recount main events and characters in a story with prompting and recite favourite poems
- read simple instructions, eg recipes, plans, instructions
- identify full stops and capital letters
- predict endings and incidents
- identify and describe characters, expressing own views
- discuss story settings and plot
- express preferences giving reasons
- use dictionaries to locate words using initial letters
- read fluently with expression, taking note of punctuation
- use contents page and index
- show some understanding of the characters and their feelings
- compare characters
- interpret underlying meaning
- read silently
- sustain interest in long stories
- be aware of the styles used for different purposes and comment on them, eg instructions, story, letter
- scan a text for subheadings
- identify different poetic styles, eg nonsense poems, tongue twisters, riddles
- know vowel and consonant
- recognise specific parts of words, including prefixes, suffixes and plurals
- identify vowel phonemes ‘air’, ‘or’, ‘er’ and read when in words
- identify diagraph ‘wl’, ‘pl’, ‘cl’ and read when in words
- recognise that the same sounds have different spellings, eg tee, tea, and that the same spellings may relate to different sounds, eg ‘book’, ‘moon’

**Speaking & Listening**

Students may:

- introduce themselves and others
- give/receive compliments appropriately
- express concern and respond appropriately to feelings expressed by others, eg sad news
• include background information in conversation, eg where they went on holiday and an aspect they enjoyed
• know and use appropriate vocabulary for a specific task, eg for a specific curriculum area
• express ideas to carry out a task, eg making scrambled eggs, planning a project
• listen and react appropriately, eg laugh to a joke, gasp with surprise
• take part in discussions
• use different voices for different audiences
• use adjectives and/or adverbs to retell an experience or explain a completed task
• listen and react appropriately by continuing on what has been said
• use facial expression and appropriate gesture
• use the appropriate tense
• contribute without prompting to group discussions
• explain viewpoint
• speak clearly and audibly
• comment on key features of the media, eg favourite television programme
• know the difference between good and bad news, fact and fiction in the media
• in role play deal politely with opposing points of view
• in group discussion take up and sustain different roles such as clerk, scribe, spokesperson
• understand differences between written and spoken language

Writing
Students may:
• explore different genres- use different styles and structures of writing
  – fill out a form requiring name, address and personal details
  – write notices, menus, shopping lists
  – record phone messages
  – address an envelope
  – write a description of an animal in a narrative form to include some adjectives/adverbs
  – write a thank you note following a school visit; include some adjectives/adverbs
  – write the significant details about an outing/event, beginning to use an identifiable structure (writing is in sections)
• use story structure to write about own experience
• contribute ideas towards a class story eg alternative beginning or ending
• use vocabulary appropriate to the subject
• use connectives other than ‘and’ to make sentences longer, eg then, because, but
• link ideas & events clearly, eg making a meal
• spell 15 words
• demonstrate phonic awareness of any words that are wrongly spelt
• use word endings ‘s’, ‘ed’, ‘ing’
• use knowledge of phonics to attempt to spell unknown words
• write legibly – size and orientation of letters not always consistent (75% correctly formed)
• generally use upper & lower case letters correctly and not mixed within the word
• begin to develop own style
• communicate information independently, using on-screen text and graphics.
• write regularly and extend the period over which writing effort is sustained

Further Reading and Resources


Both available for free download at:


Longhorn, Flo, (2000) Sensory Drama for Very Special People, Catalyst Education Resources Ltd


Numeracy

Introduction

Numeracy can provide students with powerful ways of exploring, investigating and understanding the world. The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections reflects the importance of the subject across the curriculum. At the earliest stages of development, where thinking centres around concrete situations and events, students strive to make sense of experiences and sensations that involve changes in pattern, quantity, space and time. Such experiences help them approach problem situations flexibly, to move from random to trial and improvement responses, and on to anticipate and predict. Increasingly, students will plan and reflect and come to recognise and evaluate alternative solutions. In this way, mathematical skills and understanding build on the earliest perceptual and cognitive learning.

Learning in Numeracy offers students opportunities to:

- build on their awareness of events and actions to enable them to recognise changes in pattern, quantity and space
- use their developing awareness to anticipate and predict changes
- use their awareness and developing understanding of pattern, space, shape and number, to develop problem-solving skills that contribute to making choices, taking decisions and gaining control over their immediate environment
- extend mathematical skills, experiences and understanding which allows them to visualise, compare and estimate. For some students this will be achieved in abstract as well as concrete contexts
- begin to think about the strategies they use and explain them to others
- develop a powerful set of thinking tools to help them increase their knowledge and understanding of the world and to learn effectively across the curriculum

Numeracy is vital in everyday life as it encourages logical reasoning and the ability to think in abstract ways.

Stage One

Learning Focus

In Number: students encounter familiar number rhymes, stories, games and songs. In Space: students are enabled to develop an awareness of the position of their own bodies and parts of the body in space. They are introduced to the language related to moving and positioning parts of the body. In Measurement: students encounter different shapes using materials such as play dough. They are introduced to the language that describes objects, including shape and size. In Working Mathematically: students are facilitated to explore the properties of objects.

Number

Students may:

- show sensory awareness to number rhymes, songs, stories and finger games
- experience numbers within everyday activities-listen to the use of numbers in the classroom
- show reflex responses to sensory stimuli involving objects being put together and taken apart and the words to describe these activities
- experience objects being built and knocked down
- experience patterns of numbers –eg feel a pattern tapped on the hand
- observe and feel 3D and 2D numerals – experience making numerals with a variety of materials, experience having fingers outlining a shape cut from material such as sandpaper
• experience activities involving differences in quantities – watch as sand is poured on a small pile to form a bigger pile; look and listen as objects are taken away or added to a collection; feel and observe one ball versus a box full or one sweet versus a bag full.

Space
Students may:
• experience the feel of 2D and 3D objects – with assistance, rub/hold objects with strong lines and corners such as large blocks and pyramids
  – have fingers outline shapes cut from different materials such as sandpaper
• experience activities involving position, direction and movement
  – become aware of various positions such as lying, sitting or standing;
  – become aware of changes in position
  – observe the body in a large mirror
• experience the shape of his/her own body and parts of the body
  – observe and feel the shape of the body or parts of the body pressed into damp sand
  – observe and experience making hand or footprints with paint
  – observe outline images of students projected with light on the wall
• experience the language related to the movement, position and shape of objects in familiar situations.

Measurement
Students may:
• experience repeated patterns of sounds and movement – listen to repeated patterns with musical instruments, feel patterns tapped on the body; participate in repetitive songs and turn taking games
• experience activities involving sequencing familiar events and the vocabulary of time - develop an awareness that he/she will be tickled in a game of “round and round the garden”; that a bottle must be opened before a drink is poured; that socks must go on before shoes.
• explore objects that have different masses, lengths and capacities

Working Mathematically
Students may:
• show an awareness of objects- have opportunities to look closely at visually stimulating objects, to interact with objects that respond when touched; with assistance, to mouth/rub/hold/poke objects

Stage Two
Learning Focus
In Number: students are enabled to develop their appreciation of quantity and their awareness of number. They become familiar with patterns of number through number games, rhymes and songs and numerals in play and functional situations. They are enabled to observe and attend to the matching of identical objects in one to one correspondence.
In Space: students begin to explore the properties of three-dimensional objects. They participate with assistance in changing the positions of objects and in construction activities.
In Measurement: Students are enabled to notice similarities and differences in the properties of objects. They observe, feel and compare a range of familiar objects.
In Working Mathematically: students are enabled to develop their understanding of basic mathematical concepts such as object permanence.

Number
Students may:
• lift objects towards their face in shared investigations/activity
• show consistent response to games, rhymes, songs etc using number
• show consistent response to objects and counting activities
- respond consistently to activities involving putting together and taking apart
- show consistent and intentional response to games, stories etc. using number
- show consistent and intentional response to objects and counting activities
- co-operate within a shared or supported activity using counting
- co-operate within a shared or supported activity involving putting together and taking apart

**Space**

Students may:
- develop an awareness of object permanence
- explore and respond consistently to shared activities involving 2D and 3D solids
- react and engage in co-active exploration of position, direction and movement
- show a learned response to these activities

**Measurement**

Students may:
- respond consistently to activities involving sequencing familiar events and vocabulary of time
- respond to activities involving measurement
- communicate consistent preferences for activities involving sequencing events, eg object timetable
- co-operate with supported participation within activities involving measurement
- observe and compare objects that are the same in one attribute such as texture, smell, colour, shape, size, length, weight eg A box of red things
- observe, feel and compare objects that are clearly different in one attribute eg. A marble versus a tennis ball; a beanbag of sand versus a beanbag of Styrofoam.

**Working Mathematically**

Students may:
- attend to activities involving object permanence: eg. recognise own or familiar objects and begin to search for them; play games of “peek a boo”; push a train through a tunnel; observing a Jack in the box; put toy cars in a garage.
- co-operate with supported activities involving money
- respond consistently to activities involving money
- respond consistently to activities involving mathematical patterns
- show active participation in activities involving simple mathematical patterns

**Stage Three**

**Learning Focus**

In **Number**: students are enabled to develop awareness of decreasing and increasing quantities and to actively explore the difference between “one” and “a lot”. They participate in activities associated with number rhymes, stories songs and games and experience counting vocalisations in everyday routine activities.

In **Space** students are enabled to develop awareness of the shape and position of the body and parts of the body.

In **Measurement** students explore a wide range of objects with different properties. They are encouraged to attend to the concept of area in the immediate environment and the language associated with measurement and comparison.

In **Working Mathematically** students are enabled to attend to repeated patterns of sounds and movements, sequencing of familiar activities and visual patterns in the immediate surroundings.

**Number**

Students may:
- show anticipation of familiar number rhymes, songs, games etc
- show interest when participating in shared one to one counting activities: begin to show that they want an action repeated; begin to imitate repetitive actions
- sustain concentration when participating in concrete counting activities; actively explore the difference between one and “a lot”
- explore and manipulate objects representing numbers for extended periods, e.g., tracing numbers in a variety of materials with a finger
- give a consistent response to repeated concrete number activities – respond to “more” indicating if he/she would like more when asked
- listen to and observe the use of the language of ordinal numbers “first” and “last” used in familiar situations.

**Space**

Students may:
- sustain concentration on activities involving 2D shapes and 3D solids
- sustain concentration during activities involving position, direction, and movement – watch and control the movement of limbs; react by expression, gesture, or vocalisation to activities such as bouncing & rolling
- actively explore 2D shapes and 3D solids independently – reach out and touch, hold, examine, move objects around
- initiate actions during activities involving position, direction, and movement – laugh at, observe intently, point to or outline with a finger the shape of the body or parts of the body in activities such as looking in a mirror, making footprints, pressing parts of the body into wet sand, observing a projected outline

**Measurement**

Students may:
- recognise a time sequence of activities and anticipate the next occurrence – experience events associated with certain times and listen to the language
- explore and manipulate a range of concrete materials – attend to comparisons of objects by size, length, weight, and capacity by observing and feeling
- sustain concentration on activities involving measurement – attend to the concept of area in the immediate environment: feel the entire surface of his/her table/tray; participate in colouring whole sheets of paper; cover a table with a cloth

**Working Mathematically**

Students may:
- show anticipation of the next sound, object, or action in a pattern
- respond to counting and comparing in ‘real life’ context

**Stage Four**

**Learning Focus**

In **Number** at stage four students show an interest in number activities and counting. They are enabled to demonstrate understanding of “one” and “a lot” in functional situations and to show awareness of increasing and decreasing quantities. They are introduced to the concept of ordinal number (first/last).

In **Space** students are enabled to react to activities that emphasise the shape of the body or parts of the body and instructions related to the movement and positioning of the body and objects.

In **Measurement** students are enabled to expand receptive vocabulary associated with describing, comparing, and ordering objects according to length, weight, and capacity. They are given opportunities to respond appropriately to language associated with certain times of the day and to anticipate routine activities with visual/gestural/verbal cues.

In **Working Mathematically** students are enabled to become aware of cause and effect activities. They show awareness of changes in shape, position, or quantity. They anticipate, follow, and join in with familiar mathematical activities when given a contextual cue. They are assisted to sort objects and to represent and record data using objects of reference, pictures, or symbols.
**Number**

Students may:
- show an interest in number rhymes, songs, stories and games
- show an interest in counting activities
- join in the sound patterns of the number games
- respond to ‘give me more’
- respond to ‘gone’ (being none left)
- pick up objects one at a time
- respond to the use of the language of ordinal numbers “first” and “last” – show delight at coming first in a race; respond appropriately when asked to go first or last in familiar situations; show awareness of the end of an activity when the last piece is placed or the last song is sung.

**Space**

Students may:
- search for objects that have been hidden
- make towers of bricks
- roll objects down a slope
- participate in rolling activities with a partner
- stack objects, eg stacking cups
- participate in threading activities
- align objects
- put objects in and out of a container
- join in matching games involving 2D and 3D shapes

**Measurement**

Students may:
- join in with filling and emptying containers
- attempt to fill and empty containers independently
- understand activities timetable with symbols/objects of reference
- match objects of the same size, eg matching two small toy cars

**Working Mathematically**

Students may:
- remove objects from an inset puzzle
- join in completing simple inset puzzles
- choose specific objects from a group
- join in with sequencing objects, colours and shapes
- anticipate the sequence of the numbers in a counting game

**Stage Five**

**Learning Focus**

In **Number** students are enabled to respond to familiar numerals and to requests to count out small quantities in familiar situations. They are given opportunities to use number appropriately in functional or play situations and are assisted to match numerals to sets in meaningful situations.

In **Space** students are enabled to investigate similarities and differences between shapes and to match and sort shapes in play and functional situations.

In **Measurement** students are enabled to investigate and make comparisons about objects in relation to length, weight and capacity.

In **Working Mathematically** students are enabled to use money in exchange for goods in functional and play contexts. They are assisted to solve problems involving shapes eg. simple jigsaw puzzles and to copy simple patterns in everyday situations.
**Number**
Students may:
- join in with familiar number rhymes, stories etc.
- respond to familiar number rhymes, songs etc.
- hold up a single finger on request
- hold up two fingers on request
- select one object on request
- give one number name to each object
- place objects into sets of ‘one’ or ‘lots’
- identify ‘one’ and ‘lots’ from pictures, piles of objects etc.
- join in games that involve adding and taking away, eg musical chairs
- give out 1 object to each person in a group where there is a correct number of objects

**Space**
Students may:
- make a tower of 4 bricks
- roll a cylinder down a slope
- place large pegs in a board at random
- complete threading toy
- place 5 objects in a line
- put objects in a container
- take objects from container
- match 2D shapes with help
- attempt to colour in an outline
- find named objects in their usual place
- complete simple inset puzzle
- begin to sort objects by shape
- match objects with help

**Measurement**
Students may:
- identify ‘big’ or ‘small’ objects on request
- identify ‘heavy’ or ‘light’ objects on request
- compare the overall size /weight of one object with another where there is a marked difference
- pour water from one container to another (may overfill)
- fill and empty containers with sand, pasta etc.
- respond to a signal from a timer used to indicate the end of an activity eg by looking towards and attending to the teacher
- begin to differentiate between start and finish of the school day
- show some awareness of the function of a clock

**Working Mathematically**
Students may:
- complete 2 piece jigsaw puzzle
- complete simple insert puzzle
- search for and find missing familiar objects
- sort objects by colour or shape
- make sets that have the same small number of objects in each
- follow simple movement patterns in game situations such as “follow the leader”

**Stage Six**
Learning Focus
In **Number** students are enabled 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/less’.

In **Space** students are enabled to demonstrate understanding of object permanence, to manipulate and match 2D and 3D shapes and to show understanding of words, signs and symbols that describe positions.

In **Measurement** students are enabled to compare and describe the properties of objects. They are assisted to use gestures, signs or verbal language associated with describing, comparing and ordering objects according to length, weight and capacity.

In **Working Mathematically** students are enabled to complete a range of classification activities using given criteria. They identify when an object is different and does not belong to a given category.

### Number

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 may:
- manipulate 3D shapes eg build towers
- match 2D shapes
- draw around shapes
- colour inside shape outlines
- make balls/cylinders from play dough
- cut shapes from play dough
- 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 using eg pictures, objects, colours
- copy simple patterns
- name 1 object which has been covered from a set of 4

### Measurement

Students may:
- demonstrate an awareness of more and less in practical situations eg 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, eg can find the bigger of two Russian dolls
- show awareness of key times, eg 8 o’clock - bedtime, 3o’clock - home time

### Working Mathematically

Students may:
• complete posting boxes
• copy an adult’s actions step by step to construct equivalent objects
• sort by colour
• sort by shape
• separate objects into 2 sets eg. bricks from pencils
• begin to sort into 2 sets when some have to be excluded
• exchange coins for goods

Stage Seven

Learning Focus

In Number students are enabled to rote count to 10 and reliably count at least 5 objects. They are given opportunities to recognise numerals from 1-5, to order numbers and to match sets of objects to numerals. They are assisted to respond appropriately to key vocabulary and questions such as ‘How many?’ ‘Add one’ and ‘Take one’.

In Space students are enabled to respond to forwards and backwards and use familiar words when describing position. They are given opportunities to identify named shapes from a collection and to demonstrate a beginning spatial awareness by following simple instructions related to spatial concepts such as “on”, “under”, “beside”.

In Measurement students are enabled to make simple estimates. and to use familiar words when comparing sizes and quantities. They are given opportunities to develop an understanding of time through games and representations of familiar routines.

In Working Mathematically students are provided with opportunities to further develop matching, sorting and classifying skills and to solve simple mathematical problems involving more/less, longer/shorter.

Number

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
• use objects to 3, take one away and count how many now
• use objects to 3, add one more and count how many now
• in practical situations respond to add one and take one away

Space

Students may:
• sort 2D shapes
• sort by 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
• fit shape into outlines where part of the outline is missing
• trace shapes : 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, eg in, on, under

**Measurement**

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, eg more, less, full, empty
- use familiar words to describe sizes, eg biggest, smallest, longest, shortest
- pour water into a container and stop at a given point
- begin to make simple estimates, eg how many cubes fit into a box
- sequence daily activities
- identify o’clock on a clock face

**Working Mathematically**

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, name 2 objects
- when shown 3 objects, which are then covered, identify what has been removed
- classify objects using given criteria
- identify objects that do not belong to given categories
- select odd one out of groups of up to 5 using shapes, objects or pictures
- copy simple mathematical patterns, eg sequence of 4 actions, sequence of 4 sounds
- match like coins and notes

**Stage Eight**

**Learning Focus**

In **Number** students are enabled to rote count beyond 10, and to continue rote counting onwards from a given small number. They are given opportunities to count up to 10 objects, to estimate a small number and to check by counting. They compare two given sets of objects, saying which is more/less/same. They begin to recognise numerals from 1-9 and relate them to sets of objects. In practical situations, they add one or take away one from a set of objects. They use ordinal number (first, second, third) when describing position.

In **Space** students are enabled to use mathematical vocabulary to describe the shape and size of solids and flat shapes. They are given opportunities to identify shapes in simple models, pictures and patterns. In **Measurement** students are enabled to explore time through a developing familiarity with the days of the week and significant times in their daily routine. They are provided with opportunities to compare directly, height and weight where the difference is marked.

In **Working Mathematically** students are enabled to recognise, describe and recreate simple repeating patterns and sequences. They are provided with opportunities to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They are assisted to make simple estimates and to use maths to describe familiar events in their lives, eg the number of people in the family. They are given opportunities to use mathematical tools such as rulers and calculators.

**Number**

Students may:
- join in rote counting to 20
• continue rote counting from a given small number
• begin to count objects to 10
• estimate a small number to 3
• recognise a small number to 3 without counting
• use first, second, third
• match numbers 1-10
• find numbers on a number line to 5
• trace numbers to 5
• join dots using numbers to 5
• relate numbers to number of objects to 5
• begin to order numbers 1-5
• add 1 more for numbers of objects 1-5
• take away 1 from numbers of objects 1-5
• record data using pictures
• compare 2 given numbers 1-5 saying which is more or less
• find the number before and the number after

**Space**

Students may:
• select objects given 2 attributes, eg red squares
• sort 3D shapes
• put shapes into outlines to make pictures
• reproduce from memory a sequence of 4 pictures or objects
• continue sequences on a peg board using 3 colour
• begin to describe by gesture the shape and size of solids and flat shapes
• copy circles, triangles and rectangles

**Measurement**

Students may:
• compare directly 2 lengths where the difference is very great
• compare directly 2 heights where the difference is very great
• indicate the long/short one
• indicate the tall/short one
• recognise days of the school week
• recognise and identify significant times of the day on a clock face eg lunch time, home time, bed time
• pour water to the top line of a measuring beaker and stop

**Working Mathematically**

Students may:
• recognise and describe simple mathematical patterns and sequences,
• continue simple mathematical patterns and sequences numbers
• estimate the number of objects in a set and check by counting
• identify and begin to use counting to solve problems in play, games and other work, eg use coins in role play to pay and give change
• play games using colour or number dice
• identify various coins and describe their relative values
• demonstrate understanding of chance and predictability by choosing what ‘might happen’ from two presented options.

**Stage Nine**

**Learning Focus**
In **Number** students are enabled to count, read and order numbers to 10 (including ordinal numbers) in a range of settings. They are given opportunities to write numbers to 10 and to solve problems involving addition and subtraction using numbers to 10, including comparing two sets to find a numerical difference. They are encouraged to use knowledge of numbers to explore and describe simple everyday numerical situations including the use of money. Students are assisted to use materials and/or a calculator to recognise, generate and represent simple number patterns.

In **Space** students are enabled to construct with 3D shapes and make arrangements and patterns of 2D shapes. They are provided with opportunities to recognise and name some familiar 2D and 3D shapes and sort and describe them in terms of properties and positions. They recognise and use terms describing position and simple directional symbols such as arrows. They are enabled to continue and create simple spatial patterns.

In **Measurement** students are enabled to compare lengths, masses/weights or capacities by direct comparison and by attributes using non-standard units. They are provided with opportunities to order everyday events logically, to use the vocabulary of time and to relate time to, and describe time in terms of familiar recurring phenomena within their own life.

In **Working Mathematically** students are enabled to pose questions with guidance and to collect information to answer the questions. They are provided with opportunities to represent data using concrete and pictorial displays. Students are assisted to recognise that some events involve chance and to investigate and describe them.

**Number**

Students may:

- read most numbers to 10
- trace numbers to 10
- record numbers 1-10
- continue rote counting from a given number to 10
- count out a specific number of objects to 5
- count objects in different arrangements to 10
- identify numbers in everyday situations
- match numbers to 20
- order numbers to 5
- estimate quantities to 5
- compare two quantities to 5 (larger/smaller)
- find the number before/after a given number to 10
- demonstrate an understanding of addition as the combining of 2 or more groups with numbers 1-5
- demonstrate an understanding of subtraction as the taking away of objects from a group of objects with numbers 1-5
- use a calculator to add 2 numbers
- use a calculator to subtract 2 numbers
- be aware of terms; more, make, total, add, sum, altogether, take, how many left, how many gone
- count numbers 1-10 in a variety of settings
- use ordinal numbers 1st – 10th
- read numerals 1-10 in a variety of settings
- copy numbers 1-10
- attempt to write 1-10 from memory
- be aware of zero
- count objects to 10 consistently
- recognise small numbers of objects without counting
- count objects that cannot be touched
- find numbers to 10 on a number line
- order numbers to 10
- identify missing numbers in a number line 1-10
- use term ‘last’
• find more/less than a given number
• use a calculator to add 3 numbers up to 10
• use a calculator to subtract numbers from 10
• identify which of 2 numbers is more or less
• perform addition by counting on
• demonstrate how sets of up to 10 objects can be separated into groups
• understand ‘find one more than’ and ‘find one less than’
• recognise 0 as zero
• count onwards from a given number to 20
• count out objects to 20 reliably
• use a number line to count forwards and backwards to 20
• record a number of objects to 20
• order numbers to 20
• add numbers when solving problems with up to 10 objects in a range of contexts
• subtract numbers when solving problems with up to 10 objects in a range of contexts
• use a calculator to add 3 numbers up to 20
• use a calculator to subtract numbers from 20
• indicate by word or action how up to 10 objects can be separated into 2 groups in different ways
• select 2 groups of objects to make a given total
• count numbers 0-20

**Space.**
Students may:
• copy models using 3D shapes independently
• copy and create patterns using 2D and 3D shapes
• sort shapes according to properties, eg has 4 sides
• demonstrate an understanding of the positioning of objects, eg between, in front of
• recognise and name some 3D shapes
• describe the basic properties of shapes, eg curved, straight
• make simple comparisons between objects using terms such as larger/smaller
• describe 2D shapes in terms of properties, eg number of sides, corners
• sort 3D shapes in terms of properties
• sort 2D shapes in terms of properties.
• recognise and identify 2D and 3D shapes around school and in the community
• use arrows to show direction of movement
• recognise and identify simple directional symbols, eg arrows, pointed fingers

**Measurement**
Students may:
• investigate which of 2 containers holds the most/ the least
• place objects in order of size
• decide which of two objects being held is lighter/heavier
• measure and order 2 objects by length
• measure and order 2 objects by weight
• measure and order 2 objects by capacity
• recognise and place numbers 1to 12 on clock
• recognise that hands on a clock move as time is passing
• name the days of the week (not necessarily in order)
• identify ‘today’
• know the month of their birthday
• join in rote recital of months of the year
• compare the lengths of 2 objects measured with informal units
• compare the weight of 2 objects weighed with informal units
• compare how many small containers are required to fill different containers

**Working Mathematically**

The students may:
• use language associated with certainty and uncertainty, eg will, won’t and might
• recognise that different results are possible when some actions are repeated eg rolling dice
• pose questions about objects when prompted
• suggest what information to collect in answer to questions, eg count the number of students wearing shirts of each colour based on the question ‘how can we find out what is the most popular shirt colour?’
• make simple pictographs to represent numerical data
• describe orally what they have found from their data collection

**Stage Ten**

**Learning Focus**

In **Number** students are enabled to count, read, write and order accurately whole numbers to at least 50 and to begin to understand place value. They learn by heart all pairs of whole numbers with totals up to 10 and to use these facts to add or subtract a pair of numbers mentally. They recognise odd and even numbers to at least 20 and other simple number sequences. Students describe and calculate simple multiplication as repeated addition such as $3 \times 5 = 5 + 5 + 5$; and division as repeated subtraction, such as $8$ divided between $4$, and as partitioning of a set into equal-sized subsets. They are given opportunities to collect data by counting and to record the data in a tally or block graph. They recognise coins and notes and can use the correct notation.

In **Space** students recognise common shapes by their properties and describe them in terms of their properties, including recognising right angles in 2D and 3D shapes. They sort one collection of 2D or 3D shapes in more than one way. They identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry. They begin to understand angle as a measure of turn. They show an understanding of right angles through movement including using clockwise and anti-clockwise.

**Number**

Students may:
• count to at least 50 independently
• recognise numerals to at least 50
• order numbers to 50
• recognise odd and even numbers to 50
• understand place value of tens and units
• rote count in 10s to 100
• rote count to 100 or beyond
• record a given number to 50
• write numbers in words to 50
• identify number after a given number to 50
• identify number before a given number to 50
• count between two given numbers to 50, eg 19-35
• place 4 non-sequential numbers in order to 50
• group objects in 10s to assist counting
• recognise and write symbols $\frac{1}{2}$ and $\frac{1}{4}$
• identify $\frac{1}{2}s$ and $\frac{1}{4}s$ of shaded objects
• identify 10 more than a given number to 100
• identify 10 less than a given number to 100
• understand, use and begin to read: tally, predict, estimate, halve, divide, multiply, fractions, half, quarter, equal, parts
• record simple addition
• record simple subtraction
- Double any number to 10
- Give half of any even number to 20
- Recognise that subtraction is the opposite of addition
- Add 3 single digit numbers
- Add 10 to a two digit number up to 50
- Take 10 from a two digit number up to 50
- Mentally add numbers including multiples of 10
- Mentally subtract numbers including multiples of 10
- Understand that multiplication is repeated addition
- Understand that division is repeated subtraction
- Understand that halving is the opposite of doubling
- Know the 2 times table
- Recall addition and subtraction facts to 10
- Add a single digit to a two digit number
- Subtract a single digit from a two digit number
- Identify and use + − × – and =

**Space**

Students may:
- Name common 2D and 3D shapes and describe their properties, e.g., curved, straight, angle
- Identify objects in named positions
- Identify and record common shapes in the school environment and in the community
- Recognise and draw a line of symmetry
- Recognise shapes with no lines of symmetry from a range of shapes and sort them into those that do or don’t have lines of symmetry, e.g., letters of the alphabet
- Place objects in named positions, e.g., ‘at the corner of’, ‘further away from’, etc
- Identify right angles in 2D and 3D shapes
- Sort 2D and 3D shapes by own criteria, explaining the criteria
- Begin to understand that an angle is a measurement of turn
- Demonstrate an understanding of right angles through movement including clockwise and anti-clockwise

**Measurement**

Students may:
- Know months of the year in sequence
- Name and sequence the four seasons
- Sequence days of the week
- Look at the classroom clock and recognise regular times
- Tell the time using quarter hours and half hours
- Tell the time using quarter hours on a digital clock
- Know one day equals 24 hours, one hour equals 60 minutes and one minute equals 60 seconds
- Suggest suitable equipment and units to measure the length, weight or capacity of an object
- Estimate the length, weight or capacity of an object
- Know how to position a ruler to make a measurement
- Use a ruler to measure in centimetres
- Draw lines of given cm length using a ruler
- Sort objects into those that weigh more or less than a Kg
- Find and record where they may find objects being weighed in the community
- Know 1 Kg equals 1000 g
- Weigh a variety of objects and record amounts
- Weigh specific amounts of ingredients for simple recipes
- Know 1 metre equals 100 centimetres
- Use a metre rule to measure in units of 10 centimetres
• use a trundle wheel to measure in metres
• understand the need to identify the unit being used when recording

**Working Mathematically**

Students may:
• organise and classify data using simple lists graphs and tables
• read data and describe it using comparative language eg. more students chose summer than winter as their favourite time of year
• pose and answer questions about data
• describe the likelihood that everyday events will occur, using mathematical language; impossible, unlikely, less likely, more likely, certain, eg ‘It’s unlikely that I will win the raffle’
• recognise 5c, 10c, 20c, 50c, $1 and $2 coins
• understand and use $,c notation
• choose coins to make amounts up to $10
• give change from $2

**Further Reading and Resources**

*Mathematics Guidelines for Teachers of Students with Moderate General Learning Disabilities* National Council for Curriculum and Assessment UK

*Mathematics Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities* National Council for Curriculum and Assessment UK

Both available for free download at:


Staves,L. *The Equals Guide to Teaching Mathematics*. Equals UK

Longhorn,Flo (2000)*Numeracy for Very Special People*, Catalyst Education Resources Ltd

**Software:**

*All About Number*: SEMERC
*All About Shape And Space*: SEMERC
*Galaxy Kids Maths*: Sunshine Books
*PM Maths: Numeracy and Literacy*: Nelson Cengage Learning
*Fizzy’s First Numbers*: SoftTouch
*Fizzy’s Number Skills*: SoftTouch
*Monkeys, Ducks and frogs*: Sherston Publishing
*What’s the Time, Mr Wolf?*: Sherston Publishing
*Trudy’s Time and Place House*: Edmark
*Millie’s Maths House*: Edmark

**2Simple software**

*Maths City*
*Infant Video Toolkit* (inc graphing and plotting applications)

**ChooseIt Ready-Mades titles**: Inclusive Technology

*Numeracy – Foundation Stage Number 0-5*
*Numeracy – Foundation Stage Number 5-10*
*Key Stage 1 – Shape, Space and Measure*
Ideal Resources software:
 i-board purple
Early Years Maths Pack
Science

Introduction

Learning science gives all students the opportunity to develop curiosity about the world we live in, to respond to and nourish such curiosity and to develop an understanding of their place in it.

Science offers students opportunities to:

- develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- join in practical activities that link to ideas
- use their senses to explore and investigate
- develop an understanding of cause and effect

Through participation in science activities, students can explore their environment and develop understanding, at their conceptual level, of scientific ideas and values, living and nonliving things and events.

Science capability extends our understanding of science beyond what affects us to include what we can’t see, feel, hear or touch but can only imagine. It is multidimensional consisting of dispositional facets (interest and curiosity), operational facets (creativity and problem-solving) and cognitive facets (reasoning and critical thinking).

Learning Focus for Stages One, Two and Three

Students are enabled to become aware of the world around them. They are encouraged to show intention in their interactions by responding with accept-or-reject gestures or actions. Students are supported in using their senses while participating in activities related to weather, day, night, living things, non-living, everyday objects, forces and electricity.

Students’ attention is directed towards the daily weather and time of day when activities occur. They are encouraged to use their senses to explore and respond to a variety of materials and are exposed to general and appropriate science-specific language related to the characteristics of objects, such as colour, size, shape, sound, taste, smell, and texture, or being natural or non-living

Stage One

Science Knowledge & Understanding

Students may:

- experience a variety of living and non-living materials
- experience similarities and differences between living and non-living things in the immediate environment
- experience changes in everyday materials using their senses
- occasionally give attention to activities

Stage Two

Science Knowledge & Understanding

Students may:

- attend and respond to a variety of sounds
- attend and respond to variations to temperature
- attend and respond to variations in light
- respond to the touch, taste, smell of everyday materials
- respond to the different attributes of a variety of objects and life forms
Science at Work
Students may
- tolerate the use of a variety of appliances, both electrical and hand powered
- attend to the use of appliances

Stage Three

Science Knowledge & Understanding
Students may:
- explore and manipulate light sources
- explore sounds and manipulate materials to create sounds
- explore the effects of temperature changes
- make prolonged tactile/visual investigation of living things
- make prolonged tactile/visual investigation of non-living things
- through manipulation develop understanding that actions have consequences, e.g. push toy car

Science at Work
Students may:
- intentionally use switches to operate electrical items with easily observable outcomes
- initiate action to achieve anticipated outcome, e.g. pushing ball down a slope

Learning Focus for Stages Four, Five and Six

Students are enabled to explore and manipulate a wide range of objects and materials in structured and unstructured activities in order to understand their characteristics. They are assisted to engage in simple cause and effect exploration and to observe changing materials by physical means such as mixing. They are provided with opportunities to handle and observe living things and to observe changes in the environment through the seasons. They are encouraged to make generalisations, connections and predictions from regular experience and to increase their awareness of sources of power, light and sound.

Stage Four

Science Knowledge & Understanding
Students may:
- know that certain actions produce predictable results, e.g. sponges can be squeezed to get water
- deliberately change materials by physical means and observe the outcomes, e.g. mixing sand and water
- intentionally squeeze/roll materials such as play dough
- manipulate pliable materials to change their shape
- handle and observe living things with interest, e.g. farm visit
- demonstrate an awareness of changes in light, sound and movement
- show understanding of night and day – recognise that we sleep when it is dark and go to school during the day

Science at Work
Students show interest in a wide range of living things, handling and observing them.
Students may:
- intentionally cause movement through pushing and pulling, e.g. string toy, car
- apply science knowledge and understanding to create simple products e.g. jelly, ice block
Stage Five

Science Knowledge & Understanding
Students may:
- identify what they expect to see and talk about what they have seen e.g. at farm visit
- explore how sounds can be created and changed
- observe changes in the environment through the seasons
- answer simple scientific questions, e.g. ‘where does the fish live?’
- identify differences, e.g. ‘is the drink hot or cold?’
- sort objects and materials according to simple properties e.g. plants & animals, float & sink
- show awareness that some processes change the properties of materials, e.g. heating food

Science at Work
Students may:
- investigate appropriate materials and tools for a specific task e.g. make musical instruments from recycled materials
- observe and document growing plants
- explore different power sources, e.g. kite, balloon powered car, wind-up toys, push cars
- locate or name some common sources of light: torch, lamp, light-bulb, candle
- use a torch to locate an object in a darkened room

Stage Six

Science Knowledge & Understanding
Students may:
- identify the features of living things in their environment, e.g. parts of the body, parts of 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

Learning Focus for Stages Seven and Eight
Students are enabled to actively participate in scientific investigations. They are provided with opportunities to explore and observe similarities, differences, patterns and changes in features of objects and events. They are assisted to participate in projects involving the care of living things and to develop an understanding of some features and requirements of living things. They are encouraged to contribute to planning, evaluating and recording their findings using pictures, photos, symbols and/or words.
Stage Seven

**Science Knowledge & Understanding**

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 Eight

**Science Knowledge & Understanding**

Students may:

- identify a range of common materials and know about some of their properties glass/hard, breakable, wood/floats
- sort objects by criteria of their properties eg hard objects, rough, breakable, flexible
- manipulate and observe similarities and differences in a range of like objects, e.g. all plastic, all plates, all paper
- manipulate and observe similarities and differences in a range of like events, e.g. pushing a variety of objects up a slide, pulling a variety of objects along a path, squeezing a variety of objects made from different materials etc
- describe changes to speed in response to simple question, e.g. ‘What’s happened to the car?’ (When surface slope changed). It went faster. It stopped.
- describe changes to movement when different surfaces used, e.g. pull toy through water, along rough surface, etc
- make own observations of changes in movement that result from actions, e.g. roll car down gentle slope, then increase slope and observe change in speed.
- recognise forces that attract or repel
- identify energy sources used by familiar tools or toys
- identify life processes of living things, e.g. growth, digestion, interaction with the environment
- know that living things are made of parts that have specific functions
- describe some difference between living and non-living things, e.g. animals grow and need water, food and sun, whereas rocks to not
- identify patterns and cycles in the natural world, e.g. life cycle of frog, petals on flower
- know that some organisms have similar external characteristics and that the similarities and differences relate to environmental habitat

**Science at Work**

Students may:

- ask questions about and identify some needs of living things. Explore possible answers to these questions and the ways of meeting the needs, e.g. predict how an animal will move on the basis of two or more observed characteristics
• apply knowledge of natural patterns to predict next occurrences and plan, e.g. seasons, cycle of plant growth life cycles of frogs

**Learning Focus for Stages Nine and Ten**

Students are provided with opportunities to demonstrate their understanding of some simple, scientific vocabulary and to engage in experimentation with a range of equipment. Students’ investigations are directed towards the world around them and build on knowledge related to weather, day, night, the Earth, living things, non-living things, energy and force. They are enabled to identify and describe the properties of materials, to describe the function of specific materials in everyday life and to demonstrate an understanding of ways in which energy is used in daily life. They are made aware of the changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour and location of living things. They are assisted to use simple texts to find information and to use simple equipment, to show initiative and to make observations related to their task. They are provided with opportunities to observe and compare objects, living things and events. They are encouraged to describe their observations using scientific vocabulary and to record them, using simple tables when appropriate. They are encouraged to make predictions, draw conclusions and to communicate if the outcome was as expected.

**Stage Nine**

**Science Knowledge and Understanding**

Students may:

• describe some natural occurrences using their own observations, e.g. sprouting seeds
• identify some common features of the Earth, for example, river, hill, mountain, ocean, forest
• select and use appropriate tools to increase their capacity to observe, e.g. magnifying glass, stethoscope
• describe patterns that they have observed in living things, e.g. pine cones
• describe different uses of energy at home, school and in the community
• investigate changes that occur in a daily cycle and in a seasonal cycle
• use a variety of words to describe the weather and the seasons
• demonstrate an understanding of the words related to the concept of temperature, such as warm, hot and cold
• describe how living things adapt to and prepare for daily and seasonal changes
• record relevant observations, findings and measurements using written language, drawings, photos, charts and concrete materials
• describe the different ways animals move to meet their needs
• describe some basic changes in humans as they grow and compare changes in humans with changes to other living things
• compare ways in which humans and other animals use their senses to meet their needs

**Science at Work**

Students may:

• ask questions about, and identify needs and problems related to energy production and explore possible solutions, e.g. what to do when power fails
• describe changes in the characteristics, behaviour and location of living things that occur in seasonal cycles
• identify different activities associated with the weather
• ask questions about and identify problems related to materials and explore possible answers and solutions, e.g. test different fabrics to determine which are water proof
Stage Ten

Science Knowledge & Understanding

Students may:

- describe various materials using information gathered from senses
- demonstrate understanding of how our senses help us recognize and use a variety of materials eg sense of smell if milk is fresh, hearing if machine is working
- compare the movement of different objects in terms of speed and direction
- know that forces can make objects stop, slow down, speed up, change direction and change shape
- predict ways in which materials can be changed and the tools needed e.g. by cutting, joining, combining
- identify reversible and irreversible changes in materials
- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions.
- predict and describe how weather conditions affect living things including themselves e.g. effect of wind on trees in autumn, extreme weather on activities

Science at Work

Students may:

- use knowledge of matter and materials to making useful objects
- use knowledge and understanding of movement to create, e.g. toys with different moving parts
- identify features of a day and /or night sky and relate to patterns of behaviour in everyday life

Further Reading and Resources:


Both available for free download at:


Science Schemes of Work. (2003)Equalswww.equals.co.uk

Longhorn,Flo (2000) Enhancing Education Through the Use of Ultraviolet Light and Fluorescing Materials, Catalyst Education Resources Ltd


STEPS (Science and Technology in Primary Schools) –
Topics/activities:

Water, Water Everywhere:
1. Observing Weather
2. Dissolving-Where did it go?
3. What’s in the water?
Building it:
1. Help the gingerbread man cross the river.
2. Jack needs a bag for the magic egg.
3. Who lives here?

Communication:
1. See it, hear it, say it.
2. Signs, symbols and signals
3. Sirens and lights.
4. The letterbox.

Food and Change:
1. Popcorn
2. Chocolate
3. Fruit and vegetables.
4. Just add water.

I Spy in the Garden:
1. Treasures from the garden.
2. How does your garden grow?

Weather:
1. Getting hot, feeling cold.
2. Getting wet, staying dry.
3. Windy, windy weather.

What’s in My Backyard?:
1. Animals in the garden
2. Look at what’s growing.
3. The busy life of ants and bees.

Me and My Senses:
1. How does it feel?
2. I see, I hear.
3. I smell, I taste.

My Home:
1. Tools in the kitchen.
2. Electricity in the home.
3. It makes a noise, it lights up.
4. Machines - What do they do?

The Sea:
1. Seashells by the seashore.
2. The Rockpool garden.
3. All the fish are swimming in the water.

Packs (workbook + CD)
Level 1
Good morning, Good night.
Stories, songs and rhymes.

Level 2
Magnets, mirrors and making noise.
Lifecycles.
**Humanities**

**Introduction**

The Humanities involve the study of human societies, people, and their cultures in the past and the present. Students learn about the concepts of time; chronology and sequencing; and change and continuity. Learning in The Humanities offers students opportunities to:

- become aware of, and understand their personal position in space
- become aware of, and interested in themselves and their immediate surroundings
- explore local then wider environments
- develop an interest in, and knowledge of, places and people beyond their immediate experience
- develop their awareness of environmental issues and explore how and why natural factors and human activities affect their lives

The Humanities develop in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

**Learning Focus for Stages One, Two, Three**

The students are enabled to gain an awareness of their own place and the place of familiar people in the immediate environment. They are encouraged to attend and respond to significant cultural events, to demonstrate an awareness of family members, changes in their environment and places of personal significance in the local community.

In assisting them to make sense of the passing of time, they are provided with opportunities to become familiar with daily routines and events that happen in their own environment and are assisted to make simple conclusions about them.

**Stage One**

Students may:

- explore their immediate personal space
  - become aware of the ways in which adults and students use various areas in the classroom
  - become aware of areas for play in the classroom/school
- experience the school environment and significant people and events
  - experience routines and the passing of time during the school day
  - experience and attend to the “specialness” of particular times during the school week
  - experience and attend to the celebration of special events such as birthdays, visits by celebrities
- look at/feel/smell real items or pictorial representation of clothes, people, buildings, tools, toys, transport from the past
- become aware of different human environments
  - visit a shopping centre and observe people buying
  - smell chlorine in the swimming pool
  - use their senses to absorb the atmosphere of historical buildings on a trip with family or class
- become aware of a variety of weather conditions
  - have opportunities for observing/feeling rainy days or sunny days
  - listen to and feel the wind on windy days
- become aware of natural materials in the local environment
  - look at, feel mud, sand, pebbles, stones, rocks, shells
- become aware of the fact that people live in homes
  - look at houses in the vicinity of the school, look at a doll’s house
Stage Two

History
Students may:
- respond to familiar objects used to remind the student about routine events such as leaving home in morning, travel to school by car or bus
- look at & feel their own belongings now, from the recent past and from the more distant past
- respond to regular activities and or daily routine cues
  - attend to clues about the start and finish of familiar activities
  - begin to recognise the correct sequence of routine events using objects of reference/pictorial representation/gestures/words
  - show an awareness of the beginning and end of the school day
- respond to changes to regular routines
  - show by expression, gesture or vocalisation that they notice alterations in routine
- respond to personal events such as birthdays
  - show pleasure during celebrations
  - show interest in the planning and preparation of events or outings
  - react by expression or gesture to discussion of events
  - react to photographs of special events

Geography
Students may:
- indicate awareness of different human environments by appropriate behaviour e.g. laughing when taken toward pool
- attempt to locate own classroom/bus
- attempt to locate specific areas within familiar environments
  - indicate recognition of different areas in the classroom/school with the assistance of objects of reference/symbols/photos
- remember environments visited
  - look at/touch/smell/taste objects brought back from a trip
  - look at pictures/video footage of a trip
  - listen to recorded sounds of the environment visited
- become aware of the need for protection from the elements
  - experience the comfort of shade on a hot day
  - feel the difference warm clothing such as a scarf makes on a cold/windy day
- attend to the main external features of a house
  - look at the roof/windows/doors of a house in a picture/in an inset puzzle

Economics
Students may:
- respond to people who regularly impact on their lives, e.g. physio, teacher
  - show interest in photos of family/class members
  - respond differently to various family members/staff/class members
- develop awareness that humans share the environment with plants and animals

Stage Three

History
Students may:
- show an interest in family photographs eg laugh or become excited by video/photos of themselves in recent or distant family outings/school events
- show reactions to items of their own belongings from the recent or more distant past
- show surprise or interest in real or representations of clothes, tools, toys or transport from the past
- listen to familiar stories about the past involving themselves
- enquire by expression, gesture or vocalisation about the progression of daily/weekly events

**Geography**

Students may:
- assist in making house-like structures
  - *a lego house, box/scrap materials*
- request events or activities, e.g. moving to the door to show they want to go outside
- attend to a book of photographs of their classroom or school grounds
- exhibit appropriate behaviour in various human environments

**Economics**

Students may:
- initiate appropriate interactions and activities with specialist staff, eg greeting them and moving to the door with them
- observe and participate in the care of the immediate environment

**Learning Focus for Stages Four, Five and Six**

Students draw on their own experiences to help them understand the world around them. They have opportunities to take part in the life of their school and to explore and respond to the local community. They are assisted to develop an emerging understanding of concepts related to time: (sequencing, change and continuity) and spatial awareness: (location, direction and distance.) Students are provided with opportunities to listen and respond to familiar stories about their own past and to communicate about activities in their recent past.

They are enabled to link the passage of time with a variety of indicators, such as teacher directions and visual timetables. They are encouraged to demonstrate awareness (through gestures, signs, symbols, or words) of significant differences between specific physical/natural and human/made features of places. They are assisted to answer simple questions about places and people and to demonstrate understanding of changes in the weather.

**Stage Four**

**History**

Students may:
- acknowledge and respond to regular activities and daily routine cues
  - sometimes initiate the start or finish of activities
  - anticipate their favourite activities at home and their times in the day/week
- recall and recognise recent routine events, e.g. swimming or an excursion
  - identify, ask about and seek to show items of their belongings from the recent or more distant past
- communicate about special events related to themselves/family/school
  - identify particular events from photographs
  - use clues to re-create and speculate about events that have happened
- respond to stories about the past involving themselves by changing expression, gesturing or vocalising
  - stories about when they were babies
  - stories about significant family events that involved them

**Geography**

Students may:
• know familiar places and people and what they are there for, e.g. the park, the physio
• locate rooms and places that are important to them at school, e.g. walk to the multipurpose room for P.M.P.
• add features to a partially-prepared representation of a house eg add parts to an inset board of a house, stick a cut-out door or roof onto a picture
• experience, explore and investigate the natural and made features of the local environment, e.g. at the park
• notice differences between features of the local environment

**Economics**
Students may:
• participate in class activities aimed at managing resources, e.g. putting rubbish in the bin with directional support

**Stage Five**

**History**
Students may:
• remember and talk about significant things that have happened to them
• communicate and name some days of the week
• begin to differentiate between past and present
• use talk, actions and objects to recall and relive past experiences e.g. photo, baby toys
• identify particular events from visual media of eg birthdays, school concert

**Geography**
Students may:
• experience early representation of maps, e.g. play with toy cars on a city road play mat
• show awareness of significant differences between specific natural and man-made features of places, e.g. ‘cars here’ on a noisy street, ‘cars gone’ in the park
• notice and collect objects from the local environment e.g. feathers and pebbles from the park
• identify the functions of places, e.g. library, safe places to play
• observe changes in the environment, e.g. as a building is constructed

**Economics**
Students may:
• identify the roles of people who can help us, e.g. fireman
• identify the roles of familiar people, e.g. family members, neighbours
• begin to show awareness of the need to conserve resources, e.g. turn off the tap
• identify waste materials
• observe and participate in the care of the immediate environment

**Stage Six**

**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
- use gesture, sign or vocalisation to tell adults or other students to go to an appropriate classroom or school area for a routine activity
- 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 and in the local environment, e.g. careful use of paste, turning off the tap, disposal of litter

**Learning Focus for Stages Seven and Eight**
Students are enabled to recognise some distinctions between the past and present in other people’s lives as well as their own and to communicate about these in simple phrases and statements. They are encouraged to use the vocabulary of time, e.g. today, yesterday, tomorrow. They are assisted to respond to the depiction of past and present experiences associated with personal photos and objects and to demonstrate an understanding of timelines by following a visual timetable of daily events. They listen to and follow stories about people and events in the past as well as events in their own lives. They are encouraged to recount episodes from their past and some details from other historical events. They are provided with opportunities to sort objects to given criteria such as old and new. Students are enabled to communicate preferences about physical/natural and human/man-made features of places and to use simple geographic language to communicate their ideas about various locations, functions and roles. They are assisted to develop an awareness of their role in caring for their own environment.

**Stage Seven**

**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
- identify special places and buildings within the local area and describe their function
- discuss the recording of the weather and choose an appropriate representation
  - observe and discuss seasonal changes in the weather
  - observe and discuss the effects of weather conditions on human, plant and animal life in the local environment
• 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 environment eg understand plants need water
• assist in caring for their own environment eg care for toys when reminded, dispose of litter on request

**Stage Eight**

**History**

Students may:
• use words such as now/then, today/yesterday in relation to events
• recall their involvement in past events e.g. school concerts, Melbourne Show, Variety club
• place events in chronological order, eg place-routine events on a timetable, special events on a calendar
• demonstrate understanding of how people change over time, interests, responsibilities, appearance
• explore periods of history that they find interesting, e.g. dinosaur theme

**Geography**

Students may:
• identify some of the uses of land in the local area
• identify some of the uses of buildings in the local area
• identify ways in which people use the natural environment, e.g. lake used for boats, swimming fishing
• recognise simple symbols or representations on maps or plans, e.g. roads, railways
• express views on features of the environment which they find attractive or unattractive

**Economics**

Students may:
• identify some of the uses of buildings and understand that their uses are linked to the work people do
• take active measures to care for the immediate and local environment
  – keep places tidy
  – care for living and non-living things in the locality
  – dispose of litter correctly
  – collect items for recycling
  – become aware of ways in which the environment can be polluted or harmed
• identify the roles and responsibilities of family members
• identify that there is paid and unpaid work
• list the occupations of some people in the community, e.g. librarian, hairdresser, dentist

**Learning Focus for Stages Nine and Ten**

Students are enabled to recognise that communities consist of various physical features and facilities that meet human needs. They are encouraged to use a variety of resources and tools including simple maps to gather, process and communicate information about the distinguishing physical features and community facilities in their area.

Students are encouraged to explore the concepts of time and change, past and present by examining photographs, using calendars, activity schedules & visual timetables and by anticipating and planning celebration activities.

Students participate in guided inquiry learning activities to assist them in developing their understanding that the world is made up of countries and regions and that people’s lifestyles may differ. They are
encouraged to use a variety of resources and tools to gather, process and communicate information about physical and cultural differences. They are assisted to develop their environmental awareness through participation in activities such as wearing protection from the sun, recycling and conservation.

**Stage Nine.**

**History**

Students may:
- use a range of primary and secondary sources to investigate the past, e.g. interviewing grandparents
- use historical vocabulary, including the language of time and comparison
- construct timelines, and develop explanations and narratives in a range of forms
- explore community venues that provide historical experiences, e.g. Sovereign Hill, Old Melbourne Gaol

**Geography**

Students may:
- identify the physical and social needs of residents in an area, e.g. for food, water, shelter, safety, recreation social interaction
- explore the different ways in which people travel around the community
- use pictures, maps, print materials, media sources and/or class excursions to gain information about the community
- use illustrations and text to sort, classify and record information about the local community
- make models and read maps of familiar areas in the local community
- use appropriate vocabulary to describe the relative location of places and objects

**Economics**

Students may:
- identify the places in which people work and describe the technologies, tools and vehicles they use
- demonstrate an understanding of ways in which energy is used in daily life
- describe different uses of energy at home, at school and in the community and ways in which energy can be conserved
- demonstrate ways of reusing materials and objects in daily activities, e.g. collecting and using compost

**Stage Ten**

**History**

Students may:
- demonstrate a knowledge of how people lived in the past, e.g. complete a project on a visit to Coal Creek
- explore man-made and natural features that provide a sense of history, e.g. caves, Puffing Billy, city circle tram
- communicate about how people’s interests and appearance change over time
- extend use of vocabulary relating to the passage of time, e.g. ‘a long time ago’, ‘before’ ‘after’

**Geography**

Students may:
- identify the distinguishing physical features of their community, e.g. bridge, freeway, roads, schools, experience and broaden their knowledge of places in Australia, e.g. Interstate school camps,
- demonstrate the understanding that the world is made up of countries
- understand how the environment affects people’s lives, e.g. extreme conditions such as bush fires, drought and floods
- understand that some countries have a different climate from our own, e.g. very cold climates
• identify similarities and differences between their community and a community in another world, ie. language, clothing, homes
• use factual texts, internet, to obtain information about communities around the world
• locate Australia and countries around the world on a globe or map

Economics
Students may:
• identify how occupations within the community meet people’s needs, e.g. the hairdresser provides us with haircuts
• identify and participate in a chosen occupation for work experience
• use their experience of work (work experience, contract work) to extend their understanding of occupations and work responsibilities
• demonstrate understanding of work related vocabulary, e.g. ‘clock on’, ‘break time’
• visit centres and work places in readiness for transition to adult options
• identify preferences for their post school placements
• prepare personal action plans for their future with support from staff, family and advocates

Further Reading and Resources


Social, Environmental and Scientific Education: Geography Guidelines for Teachers of Students with Moderate General Learning Disabilities. National Council for Curriculum and Assessment UK


Social, Environmental and Scientific Education: Geography Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities. National Council for Curriculum and Assessment UK

All available for free download at:


Geography Schemes of Work.(2003).Equals www.equals.co.uk
Inter-Disciplinary Learning
Domains:

- Thinking
- Design, Creativity & Technology
- Communication
- Information Communication Technology
Thinking

Introduction

For students to become independent they need to solve problems by using knowledge, memory and thinking skills. They need to take part in activities that motivate, challenge and stimulate attention. Early problem solving requires an understanding of cause and effect.

Key thinking skills include:
Perception:
- perceiving and interacting with the world
- recognising opportunities, e.g. taking part in group attempts to solve problems,
- recognising and identifying problems, e.g. a favourite toy out of reach

Problem solving:
- breaking down a problem into elements, e.g. a meal which involves buying food, cooking, serving and clearing away.
- thinking through the relevant features of a problem, e.g. what to do when faced with a broken bike.
- planning ways to solve a problem, e.g. talking about previous solutions to similar problems
- remembering how to solve a problem, e.g. using strategies such as rehearsal or a symbol script
- evaluating how a plan worked, e.g. did the coat fit in the bag?
- recognising when existing plans and strategies need changes, e.g. realising that lunch box needs to be removed from bag before the coat will fit in.

Learning Focus for Stages One, Two and Three

Students are enabled to explore a wide variety of familiar contexts using their senses to investigate and make observations. The teacher presents different stimuli for the students to notice and begin to form object concepts e.g. What is it? What does it look, feel, smell, taste like? Students begin to attend and respond whilst the teacher explicitly demonstrates the language associated with concepts. They attend to explanations about cause-and-effect phenomenon.

Stage One
Students may:
- use sensory cues or other stimuli to guide their simple reflex actions
- show an awareness of themselves and their environment

Stage Two
Students may:
- indicate a readiness and desire to attempt a controlled or voluntary action
- display sufficient motivation to respond to others and to selected activities

Stage Three
Students may:
- anticipate known events
  - recognise cues for familiar routines
- apply potential solutions systematically to problems e.g. pressing a switch repeatedly after power has been turned off
- use pictorial or concrete cue to aid recall
Learning Focus Stages Four, Five and Six

Students are enabled to actively explore objects and materials in a structured environment. They are assisted to use prior knowledge /experience to recognise and make sense of objects/actions, noticing detail such as size, colour or texture as a basis for categorizing. The teacher creates opportunities for the students to influence what happens in order to investigate cause and effect and to indicate preferences using verbal language, body language, signing or symbols.

Stage Four
Students may:
- display awareness of similarities, differences, patterns and change
- evaluate solutions to problems and consider possible changes with support

Stage Five
Students may:
- use action, sometimes with limited talk, that is largely concerned with the here and now
- demonstrate an awareness of the effect of their own behaviour
  - understand their ability to gain attention
  - remember what action lead to a particular effect
- apply their own solutions to problems
- explore and collect information

Stage Six
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

Learning Focus Stages Seven and Eight

Through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond, students are assisted to make sense of a world that is outside their immediate experience, as they connect new knowledge with what they already know or believe. This also sometimes provides an opportunity to challenge what they know or believe.

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

Stage Eight
Students may:
- try out different ways of responding/ behaving when attempting to solve a problem or faced with a different situation
- recognise and indicate when additional support is needed to solve problem
- be able to think about different ways of behaving/performing in different situations/contexts
Learning Focus Stages 9 & 10

Students are assisted to develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them in combination when seeking new pathways or solutions. They begin to use reasoning skills to describe how an object might work or to explain why a particular tool or material is the most appropriate for a particular purpose. Students are encouraged to move from concrete to abstract thinking and to understand and appreciate different points of view, to look at a variety of ideas, search to greater depth, practise more critical decision making, to challenge accepted ideas and to search for misunderstandings. They are provided with opportunities for collaboration, cooperative learning and peer assessment.

Stage Nine

Students may:
- identify consequences of their decisions and actions
- use memories of past successes and achievements to increase sense of competence when doing something new
- use information or observation to form an opinion
- revise ideas and opinions based on new information
- consider the advantages and disadvantages of solutions to a problem

Stage Ten

Students may:
- distinguish fact from fiction
- draw conclusions based on information and evidence
- formulate questions to develop understanding
- reflect on experiences and learning
  - use a range of specific thinking tools and strategies
- think creatively and imaginatively
- generalise their learning and use it to solve problems and generate ideas, moving from familiar to new situations

Further Reading and Resources

Thinking Cards - DVS
Look ahead.
I’d like to ...

I'll need help with...

Look at my work.
I liked...

I didn't like...

Look at what I can do.
I am good at...

I enjoyed ...

Look at my feelings.
I feel...

I was surprised...
Design, Creativity and Technology

Introduction

The domain of Design, Creativity and Technology emphasises participation in designing, creating and evaluating materials and processes. It provides practical learning experiences that make it accessible to all students. Students use knowledge and understanding from across the domains and apply and consolidate them in practical activities. Designing and making real products that can be used can give students a sense of achievement and improve their self-esteem. They benefit from seeing their own progress and taking greater responsibility for their own learning as they begin to evaluate the quality of their work.

Design, Creativity and Technology offers students opportunities to:

- focus on design problems that are meaningful to them
- work on personally-motivated design tasks where they take ownership of their work and of their own learning
- develop and use design and technology skills, knowledge and processes, including proposing, experimenting, learning from results to create new and/or improved products and/or systems
- use tools, equipment, materials and components safely and creatively to make quality products or systems
- understand that design, creativity and technology leads to innovation
- assess the outcomes of design and technology processes and products in relation to environmental, social and economic factors

This domain involves experiential, practical and applied knowledge. It encourages students to be problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, and aesthetics, social, cultural, economic and environmental issues with practical skills.

Learning Focus Stages for One, Two and Three

Students are enabled to develop their awareness of activities and experiences. They are provided with opportunities to participate in shared activities, to observe and anticipate the results of their own actions and to communicate preferences.

Stage One
Students may:
- experience and begin to respond to a variety of materials, textures and moving objects

Stage Two
Students may:
- tolerate hand over hand assistance to explore range of materials
- tolerate hand over hand assistance to push/pull toys to experience response
- tolerate hand over hand manipulation of a wide variety of tools
- explore/manipulate materials given to them in a structured setting eg by giving visual/tactile/auditory/kinaesthetic attention to wood, plastic, paper etc
- explore/ manipulate movement in a structured setting e.g. by giving visual/auditory/kinaesthetic/tactile attention to moving lights, toys, flags, turn tables
- explore/manipulate a wide variety of tools
- work coactively with basic tools, equipment and components to make simple products with a range of materials, e.g. mix a cake

**Stage Three**

Students may:

- sustain involvement in activities involving materials, tools and /or equipment
- explore materials in an increasingly complex manner through manual manipulation and through application of tools
- intentionally use equipment with different access methods
- intentionally initiate push /pull action: observe response and repeat action
- work coactively with basic tools, equipment and components to make simple products in a range of materials with decreasing levels of support, e.g. making balsa wood construction

**Learning Focus Stages for Four, Five and Six**

Students are enabled to assemble components provided for an activity. They are assisted to contribute to activities by grasping and moving simple tools, with minimal support. They are encouraged to explore options within a limited range of materials. They are assisted to demonstrate preferences for products, materials and ingredients. They are provided with opportunities to watch and copy others using a growing range of tools. They demonstrate personal preferences in construction and design.

**Stage Four**

Students may:

- experience combining more than one material
- use simple tools to make changes to materials
- show awareness of the safe use of tools
- attempt to construct 3D structures
- sustain interest for a length of time on a pre-decided construction
- manipulate materials to achieve planned effect

**Stage Five**

Students may:

- begin to identify the properties of materials, communicating likes and dislikes
- select an appropriate material or tool for a specific task given limited choices
- participate, with support, in processes, e.g. measuring or cutting
- develop some skills in the safe use of basic equipment
- attempt to verbalise their intention

**Stage Six**

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, malleable materials, stiff and flexible sheet materials and textiles
- consider the success of their project, e.g. ‘did the boat float?’

**Learning Focus for Stages Eight and Nine**

Students are assisted to operate familiar equipment and explore how they work. They are provided with opportunities to use basic tools or equipment in simple processes. They are encouraged to communicate preferences in their designing and making.

**Stage Seven**

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

**Stage Eight**

Students may:

• know that some instructions need to be in the correct sequence, e.g. when making a sandwich
• follow simple instructions to produce, e.g. to make a blended drink in cooking
• use some familiar technology appropriately and safely, e.g. toaster, photocopier
• make things using a variety of tools and techniques, e.g. hammer, screwdriver, glue, stapler
• demonstrate awareness that familiar objects are designed to suit a purpose
• identify familiar technological items and describe their use in daily life, e.g. cassette player, telephone
• make a specific plan, describe the steps and carry out the plan with the support of directed questions

**Learning Focus for Stages Nine and Ten**

Students are provided with opportunities to demonstrate understanding of the characteristics of different structures and of the ways in which they are made. They are encouraged to design and make simple mechanisms, to investigate their characteristics and to identify and describe the materials used. Students are assisted to use tools appropriately when joining and shaping various materials.

**Stage Nine**

Students may:

• design and make different structures/products using concrete materials and explain its function
• select appropriate natural or manufactured materials to make structures/products, e.g. cut paper, mix sand and water
• select appropriate tools when joining and shaping
• explain the function of a structure/product that they have made and describe how they made it
• examine different kinds of fasteners, e.g. tape, staples and indicate where they are used
• identify materials that can be used to join or fasten other materials, e.g. icing
• recognize that a product is manufactured to meet a need, e.g. scissors for cutting paper, saws for wood
• explain the function of different structures, e.g. umbrella, wheel barrow
• classify structures in the environment according to specific features, e.g. size, material, function

**Stage Ten**

Students may:

• design a usable product that is aesthetically pleasing, e.g. library bag, cake and construct it by combining and modifying materials that they have selected themselves
• identify properties of materials that are important to the purpose and function of the objects that are made from them
• describe, using their observations ways in which materials can be changed to alter their appearance, smell, and texture, e.g. cooking casserole, painting rough wood
• demonstrate ways in which various materials can be manipulated to produce sounds
• ask questions about and identify needs and problems related to objects and materials, and explore possible answers and solutions, e.g. test which materials will hold water

**Further Reading and Resources**

*Design and Technology Schemes of Work.* (2003). Equals [www.equals.co.uk](http://www.equals.co.uk)
Communication

Introduction
Communication is central to our capacity to construct meaning and to convey information and understanding to others in a range of ways and a variety of settings. This domain assists students to develop awareness that language and discourse differ across domains and that there is a need to learn appropriate formats for each. Successful communication involves developing the knowledge, skills and behaviours that empower students to respond to and make meaning of a range of communication forms. It also requires students to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms (for example, verbal, written, graphic, multimedia, performance) appropriate to their purpose and audience.

Learning Focus for Stages One, Two and Three
Students are provided with opportunities to participate in activities to develop awareness, interest and concentration and to encourage functional and enjoyable interaction with people and objects. Students are exposed to a wide range of sounds and language including song, speech, visual media and gesture. The teacher provides a learning environment where every response is noted and valued and frequent opportunities are presented to interact with others and to express likes and dislikes.

Stage One
Students may:
- respond to the close presence of a person by a movement of part or all of the body
- attend briefly to a person in close proximity

Stage Two
Students may:
- respond to others, e.g. through facial expressions
- communicate to others, e.g. expressing preferences
- interact with others, e.g. mutual gaze

Stage Three
Students may:
- initiate communication
- participate in social routines and communicate in a widening range of situations
- take turns, with support for a variety of purposes

Learning Focus for Stages Four, Five and Six
Students are provided with opportunities to attend to and respond to communication from significant persons such as teacher or parent. They are enabled to imitate a range of sounds including words from songs, audio tapes, video clips and spoken language. Students are encouraged to use play to explore and model communication in different contexts. Students are provided with a variety of opportunities to use oral language in order to put meaning on experience. They are involved in real talk in real contexts with a variety of partners.

Stage Four
Students may:
- maintain interaction through more than one turn
- attend and begin to respond appropriately to others
- initiate communication using single words/signs/symbols

Stage Five
Students may:
• have emerging self-confidence to speak to others about wants and interests
• talk alongside others rather than with them
• use talk to gain attention and initiate exchanges
• use action rather than talk to demonstrate or explain to others

**Stage Six**
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

**Learning Focus for Stages Seven and Eight**
Students are enabled to gain the understanding that an object/photograph/symbol can be used to represent and communicate about a particular need, desire, person, object or activity.
Students are provided with opportunities to implement some general routine communication conventions, and to respond to specific instructions to modify their speech and behaviour due to different contexts.

**Stage Seven**
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)

**Stage Eight**
Students may:
• ask questions and offer personal opinions e.g. ‘What team do you barrack for?’ ‘I like —’
• listen to the contributions in group discussions
• interpret and respond appropriately to nonverbal cues
• communicate messages and follow instructions and directions
• apply some of the rules of participating in a conversation and working with others

**Learning Focus Stages for Nine and Ten**
Students are enabled to record information for functional purposes. This may be done in a permanent or semi-permanent way using objects, pictures, symbols, or text.
They are assisted to communicate their interests, needs and feelings, to participate in social interactions with peers and adults and to initiate and respond to the communication of others in a widening range of situations. They are encouraged to use an increasing range of vocabulary and to use appropriate forms of communication for a range of purposes and audiences.

**Stage Nine**
Students may:
• record relevant observations and findings using written language, drawings, charts and concrete materials
• present work with more thought about the audience
• present work to different audiences using appropriate language, e.g. to staff & students in own group
• listen to discussions on familiar topics and ask questions
• retell stories, recount personal experiences presenting events in a coherent sequence
• use a variety of media to present information
• use appropriate vocabulary in describing or relating experiences, observations or investigations e.g. feelers, wings, body parts when talking about insects

**Stage Ten**
Students may:
• communicate the procedures and results of investigations for specific purposes
• recognise and obtain information from a widening range of sources
• make increasing use of emerging literacy skills
Information & Communication Technology

Introduction

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; construct new understanding; and communicate with others. Information and Communications Technology, as an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment.

ICT offers students the opportunities to:
- work with increasing confidence and independence on skills across the domains
- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- access a wide range of ideas and information
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and relevant ways
- communicate to solve problems and to share knowledge
- understand the implications of the use of ICT and their responsibilities as users.

This domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes.

Learning Focus for Stages One, Two and Three

Students are provided with a multitude of cross curricular experiences and opportunities to enable them to develop their awareness of and ability to attend and respond to sensory stimuli involving a variety of ICT devices. The stimulation may include sound, visual, light and vibration. Students are enabled to develop their knowledge and skills through explicit teaching with consideration for their physical abilities and preferred learning modalities.

Stage One
Students may:
- experience a range of everyday ICT devices and activities
- coactively use switches to access a range of everyday information equipment
- show reflex responses to visual and auditory stimulation from ICT device
- use random movements to create sounds using devices

Stage Two
Students may:
- engage in coactive exploration
- react to new technological experiences
- respond to amplified sounds
- experience using message carrying switch
- use voice or body movement to make sounds in a microphone
- respond consistently to a variety of stimuli from different equipment
- create sounds by trial and error using technology e.g. sound beam
• perform actions by trial and error, e.g. touch keys on banana keyboard
• give prolonged attention to image on monitor, screen, ipad or to auditory reward
• briefly track images moving on the monitor, screen, ipad
• use device (mouse, finger) to create a picture (little control over movement)
• activate a single switch by trial and error

Stage Three
Students may:
• request interaction with ICT e.g. taking someone to the computer, ipad
• sustain visual contact with screen for greater durations
• observe the results of their actions e.g. creating effects using a touch screen
• learn to produce a response on the computer
• learn to produce a response on the ipad
• respond to options about equipment and tools with actions or gestures
• make sounds into a microphone and respond to recorded sounds
• intentionally use access device to initiate an activity
• intentionally activate a communication aid
• maintain switch device ‘on’ for prolonged periods of time

Learning Focus for Stages Four, Five and Six

Students are taught the language associated with identifying actions and parts of ICT devices. They are enabled to develop their understanding of, response to and control over cause and effect experiences learning eg to associate touching a touch monitor, ipad, interactive whiteboard with a sound and/or image. When appropriate, students are enabled to make choices between switches to achieve preferred effects. A range of devices are used and observed across the curriculum & in context to facilitate learning both of and from the use of ICT.

Stage Four

Students know certain actions produce predictable results and that ICT can be used to control objects, events and aspects of the environment.

Students may:
• demonstrate understanding and knowledge that ICT can be used to control equipment e.g. increase volume
• show awareness of cause and effect to stop and start equipment e.g. DVD player
• observe the use of ICT in the environment e.g. supermarket registers, traffic lights
• recognise the print out of a computer screen picture
• intermittently activate computer at appropriate time, with a single switch
• recognise familiar programs on the screen

Stage Five

Students may:
• know to pick up a phone if it is ringing (landline, mobile)
• choose a program on a preferred device from visual choice of 3
• show awareness of CD / DVD / USB devices as data carriers
• show awareness of audio ICT devices - ipod / MP3 player
• repeat use of the mouse as a single switch to complete an activity
• repeat use of the finger as a single switch to complete an activity
• know pressing letters on keyboard makes letters appear on the screen
• relate a printout to own work on computer
• identify initial letter of name on keyboard with help
• choose what to design from choices offered eg in 2Simple software
• create a simple picture using a graphics program eg 2Simple software
• recognise favourite characters within a familiar website
• intentionally use switch/ access device for a familiar program

**Stage Six**
Students may:
• use a switch to control movement on screen
• move the cursor around the screen using the mouse or finger
• 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
• choose familiar application from a choice of 5 icons
• recognise and identify school home page
• pick up a phone that is ringing and ‘talk’
• push a button to make a single copy on the photocopier
• retrieve stored information, eg on a camera
• retrieve stored information on a communication aid
• operate a CD/ DVD player with assistance
• operate an audio device (MP3 player, iPod) with assistance
• operate an iPad with assistance
• observe and respond to the sound and light changing on a pedestrian crossing
• identify video camera as equipment
• locate stored information eg on iPad

**Learning Focus Stages Seven and Eight**
Students are enabled to identify different ICT devices and their possible uses. They participate in structured tasks which develop their knowledge and understanding of the capabilities and safe use of these devices. Through the provision of cross curricular experiences, using a range of ICT equipment students are enabled to understand that given actions produce predictable results. They begin to understand that they may access a variety of learning and recreational programs from different sources using different actions and begin to develop preferences for devices, software and applications. They participate in activities which enable them to develop their ability to use devices for communication. Students are facilitated to increase their knowledge of ICT devices in the community.

**Stage Seven**
Students may:
• record a message on a communication device
• put 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/finger
• move the cursor to a specific symbol/word/picture/icon on the screen using the mouse/ finger
• 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 a keyboard
• match letters/numbers to letters/numbers on screen
• find letters of their name on the keyboard
• copy name on ICT device
• answer a phone call
• make a single copy on the photocopier with help
• take pictures on a digital camera with help
• follow instructions to use audio visual equipment such as simple camera or video camera

**Stage Eight**

Students may:
• print work using icon bar
• save work to own folder
• follow visual screen prompts within a program
• double click mouse and hold down the mouse button
• use a finger or mouse to select on-screen icons
• use software, e.g. Clicker, to create sentences on a computer
• use applications, to create sentences on an iPad
• use hardware to create sentences
• use shift key for capital letters with prompt
• use enter to start a new line with prompt
• find initial letters of words
• use a space bar to put spaces between words with prompt
• choose and select picture within photo gallery/clip art online
• use graphics program to create simple pictures
• use graphics program to edit digital photos with support
• make copies using the photocopier
• use a book with pictures to find out information
• retrieve stored information on a CD/DVD/USB drive
• identify different buttons on a CD/DVD player/TV remote
• view pictures taken on a digital camera with help
• use a stereo/CD player/listening post/iPod/MP3
• use a remote control to turn a TV on and off
• know many cameras have a video function

**Learning Focus for Stages Nine and Ten**

Students are given opportunities to apply and develop their ICT capability through the use of ICT devices to support their learning in all domains. They are enabled to use basic word processing, graphics programs and other means for recording and producing information for sharing including multimedia devices. They participate in activities and tasks to develop their ideas and enable them to use ICT tools to amend, refine and enhance the quality and accuracy of their work. They are encouraged to exchange and share information both directly and through electronic media. Explicit teaching and experiences provide opportunities for students to give instructions to make things happen and describe effects.

**Stage Nine**

Students can identify everyday devices that respond to signals and instructions.

Students may
• use icons to select open and close programs or apps select, open and close programs using icons
• use mouse to drag and drop
• identify the space bar, shift, backspace and return keys on a keyboard
• identify scroll bars
• close program, when asked, using icon
• identify the icons to print, save, open, close
• use a simple pictorial program independently, e.g. Clicker
• enlarge and reduce graphic size
• use shift key for capitals
- copy simple sentences with prompts using a keyboard
- delete the last letter typed using back space editing with prompts
- use the space bar to put spaces between words
- create a picture using different tools with prompts
- identify and select image to be printed on the digital camera
- know that the internet can be used to collect information
- explore websites to collect information with help
- recognise home page
- move forwards and backwards through a website with help
- print out information from a website with help
- know that the internet can be used to send messages via e-mail
- begin to develop some understanding of safe, responsible internet use.
- make a telephone call from a telephone with help
- explore sending information in different ways
- record events using a video camera with help
- take photos/images using a digital camera
- delete images on a digital camera with verbal/visual prompts

**Stage Ten**

Students may:

- name different types of information technology that are used in the local community e.g. bar code library system; touch sensitive information system at rail station; retail electronic funds transfer
- identify/list the main input or output components of the identified information technology types e.g. keyboard, barcode reader, barcodes, screen, printer
- identify and use different presentation styles and information types to meet different needs. e.g. letter, card, e-book
- apply, with some self-reliance and responsibility, a limited range of editing and formatting functions e.g. select font, insert missing letters
- cut, copy and paste, words and sentences
- import / insert & edit a picture
- present data in different ways e.g. pictures/photos/text/video
- follow instructions to print single image from the digital camera
- use publishing software to create a product
- display an understanding of safe, responsible internet use
- write and send an e-mail
- find way around a familiar website
- select a website address from favourites
- switch computer on and log on
- navigate ipad to locate specific applications
- find, open and retrieve own work

**Further reading and Resources**

Cybersafety programs:

Budd:e Cybersafety Education Package available online and on CD from www.staysmartonline.gov.au Dept of Broadband, Communications and the Digital Economy; Australian Government

http://www.cybersmart.gov.au Australian Govt. website which includes teacher resources

http://www.cybersmart.gov.au/Schools/Teacher%20resources/Cybersmart%20Access.aspx resources specifically for students with special needs

Erasing Cyberbullying- teacher resource produced by Kids Helpline in partnership with Optus

ICT Integration across the Curriculum

ICT is an interdisciplinary domain and as such should be built into every aspect of our work with children. The use of ICT brings dynamism to lessons, putting pupils more in control of their learning, permitting independent progress and development. Yet it is vital to see ICT as another tool available for the teacher - it is not the answer for everything. ICT should be used in combination with more traditional teaching techniques. Similarly the chosen ICT activity is also vital. It is crucial that pupils are explicitly taught the appropriate ICT capability before applying it in other subjects. Teachers need to ensure that all pupils are:

- taught the relevant, appropriate ICT capabilities
- given opportunities to apply and develop their ICT capability through the use of appropriate ICT tools to support their learning in all subjects.

It is important to recognise the different contributions that ICT can make to teaching and learning and to acknowledge the importance of each. Existing and emerging ICT teaching tools provide further opportunities to enhance subjects and add value to teaching and learning. For example, the use of interactive whiteboards, ipads, and microscopes connected to computers, simple graphs to capture and model data, CDs & DVDs, presentations with video and carefully selected resources from the Internet all provide examples of how ICT can be embedded into subject teaching.

Use of ICT by a teacher may involve little or no use of ICT by students and, consequently, may do little to develop their ICT capability. However, use of ICT by the teacher can enhance and stimulate the learning experiences of students and contribute to the achievement of subject objectives.

Using ICT to support learning:
The following list of hardware and software applications is not comprehensive; it includes some examples of the software and hardware that is available for supporting learning across the domains in the early stages. (TT = teacher tool)

All Stages:
- computers
- Digital cameras – still and video
- Interactive screens
- Programmable/recordable switches
- Ipad
- Powerpoint presentations / My Own Bookshelf / photostory digital books
- Easi-speak MP3 recorder microphones
- Communicate in Print
- Clicker5

Stage 1:
- Using Reactickles, Noisy Things or Powerpoint displays to attract attention: student may be passive or resistant
- Sensory Studio Equipment—sound beam, bubble tube, Catherine wheel, vibrating mattress
- Ipad apps such as Fluidity, Pocket Pond, Gravitarium
Stage 2
- Responding to familiar programs or devices /using a switch/touchscreen to access: Reactickles, 2paint, Switchkids, Cause and Effect Amusement Park, Choose-it ready modes, Keyboard pounder, SENSwitcher
- Ipad apps such Bobble, Colour Dots, Draw Stars

Stage 3
- Requesting interaction with ICT: Reactickles, 2Paint, Picture Builder, Choose-it ready modes, Digital books – My Own Bookshelf, Photostory (TT), Touch Funfair, Cause and Effect Factory, Cause and Effect Cinema – Life Skills, Wheels of sound, Touch-it Animals

Stage 4
- Jigworks, Musical Leaps and Bounds, 2paint, Spot-on Games, 2create a story (TT)
- Real and pretend ICT in role play

Stage 5
- Pushing button on Beebots-programmable floor robots
- 2Simple Music Toolkit, Blooming Kids – range of titles, Magic School

Using ICT for Assessment:

Digital cameras, still & video
- Keeping records of work and progress over time
- Using cameras for students to make records and to reflect on their own work
- Using a compilation of photos in a program such as Photostory to highlight and record students’ participation in activities such as an elective program
- Sharing video clips with parents, to demonstrate how their child has made progress and to help to explain to parents ways in which they can support their child’s development
- Using video clips as a basis for collaborative reflection with other professionals
- Enabling students to use digital video to review their own performance, particularly in the area of physical development or social skills
- Providing evidence of some things that are difficult to document any other way eg. sustaining concentration over a period of time, social skills, dressing skills

Microphones and recorders
- Promoting speaking and listening and self-reflection among children
- Recording students’ oral work in different situations
- Sharing evidence/capabilities with parents/therapists/other staff
- Testing auditory discrimination/recognition of sounds

E-portfolios
- Sharing observations and assessment with parents by inserting photos, text and sound into programs such as Photostory which can then be emailed home.
- Providing records for future teachers – helping to inform goal-setting
- Including video clips and sound files of student’s voice/vocalisations
- Scanning work samples
Floor robots – (Beebots)
- Using beebots to assess students’ understanding of position and direction
- Assessing counting skills and problem-solving skills
- Assessing ability to follow verbal instructions
- Observing turn-taking
- Predicting (e.g. Where will the robot end up if we push the forward button 4 times?)
- Estimating (e.g. How many times do we need to push the button for the robot to get to the ............?)

Interactive screens
- Building a range of assessment routines into the structure of a lesson, providing immediate feedback to the students.
- Assessing interpersonal skills during group sessions
- Assessing Literacy/numeracy skills
- Assessing decision-making/thinking skills
- Demonstrating eye-hand co-ordination and spatial awareness

Software/internet
- BloomingKids Software: range of topics – maintains a record of progress throughout a session. A record can be printed out.
- Broadlearn Early Learning – cross curricular activities with an assessment module which prints out a record of results
- Choose-it Readymades software – Range of Literacy and Numeracy topics – records number of correct responses in each activity
- Clicker5/cloze Pro – can be used for assessing literacy skills
- ABLES – DEECD initiative to support teachers working with students with disabilities
- STAR - online student tracking and reporting program for teachers
- http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm – UK site covering many areas of ICT

Programmable switches
- Assessing understanding of cause & effect
- Observing turn-taking/waiting skills
- Following directions

Sensory Room Equipment
- Assessing reactions/response to visual or auditory stimuli
- Taking turns, waiting
- Understanding of cause & effect
- Assessing engagement/attention to task
- Demonstrating choice-making
- Literacy/numeracy assessment particularly at a sensory level
Cybersafety at Dandenong Valley SDS

Rationale:
Schools have a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including those that may be encountered within the online learning environment. While advances in technology have created opportunities to engage students in the classroom in new and exciting ways they also present an opportunity to be both intentionally and unintentionally misused. These technologies can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, whilst at the same time minimise and manage the associated risks.

Online behaviour is addressed in several of the school’s existing policies – The Acceptable Use Policy The No Bullying Policy and the Student Engagement Policy and is addressed in various areas of the curriculum, particularly the Interpersonal Development Domain.

Digital citizenship and internet safety need to be taught as part of using computers and other digital devices. Parents need to be educated and actively involved in the practice of these skills. It’s crucial to have clear guidelines so that all parents and students are aware of what is and isn’t appropriate.

Key issues:
- avoiding exposure to inappropriate content
- safe social networking
- protecting personal information
- responding to cyberbullying and unwanted contact
- digital reputation
- responsible online and mobile use

Implementation:
The best way to protect our students is to closely supervise their Internet activities. For some of our students, this and restricting access may be the only way.

Computer screens in classrooms should face the center of the room and be easy to see.

Students should not access the internet on alternative devices such as ipads without staff supervision.

Cybersafety should be specifically taught in all classrooms where students will be accessing the internet independently. Ideally this should be done as part of the first teaching unit of each school year and reinforced throughout the year.

Parents should be kept informed through newsletter items, website content and where relevant, through information sessions.

Department’s Learning On Line Resource:
Learning On Line provides the Department’s advice on cybersafety and educating young people to be safe and responsible users of digital technologies and social media tools. For more information, see:

Cybersafety Resources

For schools
http://www.safekids.com/quiz/
http://www.teachingideas.co.uk/themes/stayingsafeonline/
Childproof screen lock (available in Program folder on school network)
Zac browser  http://zacbrowser.com/

For parents:

For students:
Cross- Curricular Resources

Barber, M & Bowen, K. *Exploring the envelope of Intensive Interaction DVD*

Brain Gym® - Cd & manual

Dandenong Valley SDS – *Guide to Using the Sensory Studio*

EQUALS (2003) Schemes of Work for the National Curriculum for pupils with Learning Difficulties:
- Personal, Social, Health Education and Citizenship
- I.C.T.
- Design and Technology
- Geography
- Speaking and Listening
- Science
- Physical Education

EQUALS 14-19 EsSENtials : Moving On
- Adventurer
- Globetrotter
- Explorer
- Literacy and Numeracy
- Key Skills Accreditation

EQUALS Guide to Literacy

EQUALS Guide to Teaching Mathematics


*Guidelines for Teachers of Students with Mild General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Guidelines for Teachers of Students with Moderate General Learning Disabilities.* National Council for Curriculum and Assessment UK

*Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities.* National Council for Curriculum and Assessment UK


Longhorn, Flo *A Sensory Curriculum for Very Special People* Catalyst Education Resources Ltd

*PopetWorkbooks*: educational workbooks which provide children with exercise in higher order thinking skills and encourage autonomous thinking - range of titles.

*Routes for Learning*: assessing the early communication and cognitive skills of learners with profound learning difficulties and additional disabilities.

Available for free download
Sandbox Learning – online personalised books; range of titles. Access using school account http://www.sandbox-learning.com

TacPac ® One & Two – Communication through Touch and Music

Thinking Cards - DVS


You Can Do It : CD & Program resources

ABLES Initiative : DEECD support for teachers of students with disabilities : access through Ultranet design space

Possible Apps & App Lists:

Apps for Autism - an app which is a database of apps

Flo Longhorn - My Favourite Apps for very special learners

Flo Longhorn - Apps for very special learners - part 2

Applications for ipad, iphone & ipod touch - Autism Queensland Inc.

Jane Farrell (Spectronics) Apps for AAC

APPs for ASD ipod touch project (teacher recommended apps for children with ASD)- Assistive Technology Centre

Eric Sailers - iphone and ipod touch Apps for Special Education

Using Appropriate apps on ipad Stages 1 to 7 (not directly related to DVs curriculum but a useful hierarchy of skill acquisition)

Weally Wonderful Apps (this is a list of sites that review apps)

Other useful information regarding apps can be found on the Spectronics website

http://www.spectronicsinoz.com/blog/apple/