

Entry level functional curriculum

Core Subjects

Maths			
	Autumn	Spring	Summer
Pre Entry Level FS	All pupils working far below Entry level should continue on engagement level or progression steps. Pupils who are predicted to engage with Entry level 1 before leaving Kemball should also start to look at the Entry-level pre-skills below. Number Money handling - Recognise numerals from 0 to 10. - Know the value of numerals from 0 to 10. - Use numerals from 0 to 10. - Compare two given numbers of objects in groups of up to ten. - Use ordinal numbers from first to tenth, when describing position in a sequence of numbers. - Count reliably up to ten. Add single-digit numbers / subtract single-digit numbers - Recognise and interpret + and = / recognise and apply - and = - Check by counting - Recognise and select coins up to 20p - Recognise and select notes up to £10		
	Shape, measure, data and sorting - Relate familiar events to the names of significant times in the day - Relate familiar events to the names of the days of the week - Recognise and describe lists of up to five items that are ordered either numerically or alphabetically, by pattern of sequence Sort up to ten objects by a single criterion including shape, size, weight, quantity, colour, function	Shape, measure, data and sorting - Describe and compare marked differences in size between two items using simple comparative vocabulary such as large, big, small, heavy, light - Describe and compare marked differences in lengths and heights of two items using simple comparative vocabulary such as long, short, tall Describe and compare marked differences in capacity and quantity of two items using simple comparative vocabulary such as full, empty, holds more, holds less, has more, has less	Shape, measure, data and sorting - Recognise some common 2-D shapes (circle, square, rectangle, triangle) using familiar and simple vocabulary to describe their shape and size, such as straight, curved, flat, larger, smaller - Recognise some common 3-D shapes (ball, box) using familiar and simple vocabulary to describe their shape and size such as straight, curved, flat, larger, smaller - Identify and select a variety of shapes to make simple pictures, patterns and models - Understand and apply simple positional vocabulary, including in/out, under/over, front/back, in front of/behind - Understand and apply direction of movement, including up/down, left/right
Entry 1	Using numbers and the number system – whole numbers E1.1 Read, write, order and compare numbers up to 20 E1.2 Use whole numbers to count up to 20 items, including zero E1.3 Add numbers which total up to 20, and subtract numbers from numbers up to 20 E1.4 Recognise and interpret the symbols +, - and = appropriately		
	Using common measures, shape and space E1.5 Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20 E1.6 Read 12-hour digital and analogue clocks in hours	Using common measures, shape and space E1.7 Know the number of days in a week, months and seasons in a year; be able to name and sequence E1.8 Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity	Using common measures, shape and space E1.9 Identify and recognise common 2-D and 3-D shapes, including circle, cube, rectangle (including square) and triangle E1.10 Use every day positional vocabulary to describe position and direction, including left, right, in front, behind, under and above
	Handling information and data E1.11 Read numerical information from lists	Handling information and data E1.12 Sort and classify objects using a single criterion	Handling information and data E1.13 Read and draw simple charts and diagrams, including a tally chart, block diagram/graph

Entry level functional curriculum

Entry 2	Using numbers and the number system – whole numbers, fractions and decimals E2.1 Count reliably up to 100 items E2.2 Read, write, order and compare numbers up to 200 E2 E2.3 Recognise and sequence odd and even numbers up to 100 E2.4 Recognise and interpret the symbols +, -, *, ÷ and =appropriately E2.5 Add and subtract two-digit numbers E2.6 Multiply whole numbers in the range 0×0 to 12×12 (times tables) E2.7 Know the number of hours in a day and weeks in a year; be able to name and sequence E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders E2.9 Approximate by rounding to the nearest 10, and use this rounded answer to check results E2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes E2.11 Read, write and use decimals to one decimal place		
	Using common measures, shape and space E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p) E2.13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock	Using common measures, shape and space E2.14 Use metric measures of length, including millimetres, centimetres, metres and kilometres E2.15 Use measures of weight, including grams and kilograms E2.16 Use measures of capacity, including millilitres and litres E2.17 Read and compare positive temperatures E2.18 Read and use simple scales to the nearest labelled division	Using common measures, shape and space E2.19 Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres E2.20 Describe the properties of common 2-D and 3-D shapes, including numbers of sides, corners, edges, faces, angles and base E2.21 Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards
	Handling information and data E2.22 Extract information from lists, tables, diagrams and bar charts E2.23 Make numerical comparisons from bar charts	Handling information and data E2.25 Take information from one format and represent the information in another format, including use of bar charts	Handling information and data E2.24 Sort and classify objects using two criteria
Entry 3	Using numbers and the number system – whole numbers, fractions and decimals E3.1 Count, read, write, order and compare numbers up to 1000 E3.2 Add and subtract using three-digit whole numbers E3.3 Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders E3.4 Multiply two-digit whole numbers by single- and double-digit whole numbers E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results E3.6 Recognise and continue linear sequences of numbers up to 100 E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms E3.8 Read, write and use decimals up to two decimal places E3.9 Recognise and continue sequences that involve decimals		
	Using common measures, shape and space E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence E3.11 Round amounts of money to the nearest £1 or 10p E3.12 Read, measure and record time using am and pm E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes	Using common measures, shape and space E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres E3.16 Compare measures of weight, including grams and kilograms	Using common measures, shape and space E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns

Entry level functional curriculum

		E3.17 Compare measures of capacity, including millilitres and litres E3.18 Use a suitable instrument to measure mass and length	
	Handling information and data E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables	Handling information and data E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs	Handling information and data E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts

Entry level functional curriculum

English						
Please refer to the Edexcel Pearson English Entry Level Specification for assessment and content.						
	Autumn		Spring		Summer	
	Everyday Communication Introducing yourself and others Asking for help or information Understanding simple instructions Speaking politely in different situations	Reading for Daily Life Reading signs, labels, and notices Understanding letters, emails, and texts Following simple instructions (e.g., recipes, directions) Identifying key information in short texts	Writing for Practical Purposes Filling in forms (e.g., job applications, medical forms) Writing simple emails or messages Creating short notes or lists (shopping, reminders) Writing basic personal information (name, address, contact details)	Money and Shopping Language Understanding prices, offers, and receipts Reading menus and shopping lists Communicating in shops (asking for items, paying) Comparing products using simple language	Work and Employment Skills Understanding job adverts Learning key workplace vocabulary Writing a simple CV or personal profile Practising basic interview questions and answers	Health, Safety and Independence Reading appointment letters and prescriptions Understanding safety signs and warnings Communicating symptoms or needs Following instructions for personal care and wellbeing
Pre Entry Level FS	All pupils working far below Entry level should continue on engagement level or progression steps. Pupils who are predicted to engage with Entry level 1 before leaving Kemball should also start to look at the Entry-level pre-skills below. Speaking Listening and Communication Identify letters of the alphabet and start to know the names of these. Identify and extract the key words from a sentence read. Follow single-step instructions with support Make a request with no prompts Ask a question with support. Answer a direct question in any form. Show your preference and make a choice using any form of communication. Listen and engage with a discussion with a friend. Can answer a phone call. Knows some personal information. Can identify the features of an object by colour or size. (adjectives) Reading Read at your reading level. Read simple sentences. Understand and repeat a short sentence. Read out rhyming words Can interpret a menu, book, advert or poster, which has illustrations or images. Can find a word requested from an increasing quantity. Writing Use a full stop. Practise using upper case letters. Write the alphabet in upper and lower case. Write letters of a similar size. Write legible whole words. Write letters on the line. Writes own name Can identify the features of a letter, email, book and poster. Eg title, address, contents					
Entry 1	Speaking Listening and Communication E1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers					

Entry level functional curriculum

	E1.5 Respond to questions about specific information E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic Reading E1.8 Read correctly words designated for Entry Level 1 (see Annexe B) E1.9 Read simple sentences containing one clause E1.10 Understand a short piece of text on a simple subject Writing E1.11 Punctuate simple sentences with a capital letter and a full stop E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case E1.15 Spell correctly words designated for Entry Level 1 (see Annexe B) Content (composition) E1.16 Communicate information in words, phrases and simple sentences
Entry 2	Speaking Listening and Communication E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic Reading E2.7 Read correctly words designated for Entry Level 2 (see Annexe C) E2.8 Understand the main points in texts E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) E2.11 Read and understand sentences with more than one clause E2.12 Use illustrations, images and captions to locate information Writing E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) E2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical order E2.16 Spell correctly words designated for Entry Level 2 (see Annexe C) Content (composition) E2.17 Communicate information in words, phrases and simple sentences E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses E2.20 Use adjectives and simple linking words in the appropriate way
Entry 3	Speaking Listening and Communication E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Entry level functional curriculum

	Reading E3.8 Read correctly words designated for Entry Level 3 (see Annexe D) E3.9 Identify, understand and extract the main points and ideas in and from texts E3.10 Identify different purposes of straightforward texts E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) Writing E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.14 Form irregular plurals E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) E3.16 Use the first, second and third place letters to sequence words in alphabetical order E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D) E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.21 Write in compound sentences and paragraphs where appropriate E3.22 Use language appropriate for purpose and audience
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Science

	Autumn		Spring		Summer	
	Biology	Chemistry	Physics	Biology	Physics	Biology
1	The Human Body and Health Basic body parts and their functions Keeping healthy (diet, exercise, sleep) Understanding simple health advice	Materials and Their Uses Everyday materials (metal, plastic, wood, glass) Properties of materials (hard, soft, waterproof) Choosing the right material for a job Materials and clothing	Forces and Movement Pushes and pulls Gravity and movement Friction in daily life Simple experiments with forces How things move	Plants and Living Things What living things need to survive Parts of plants and their functions Growth and life cycles Caring for plants and the environment Safety around plants	Electricity in Everyday Life Simple electrical circuits Using electricity safely Everyday appliances Understanding switches and batteries	Environmental Science and Sustainability Recycling and caring for the planet Pollution (simple understanding) Protecting nature Recycling and reducing waste
	Biology	Chemistry	Physics	Biology	Physics	Biology
2	The Human Body and Health Personal hygiene Health and disease Reproduction	States of Matter Solids, liquids, gases Changes of state (melting, freezing, boiling)	Light and Sound Sources of light in everyday life Everyday sounds and safety	Animals and Habitats Respect, care and safety around animals Types of animals Where they live and their needs	Earth and Space Day and night Seasons and weather The Earth, Sun, and Moon	Food and Nutrition Food groups and balanced diets Reading food labels Making healthy choices and links with exercise

Entry level functional curriculum

		Everyday examples – weather, foods	Emergency sounds and lights			
			Dangers in the dark			

Progression of Vocabulary – Working Scientifically

MUST	SHOULD	COULD
aim answers block diagrams changes compare comparative test data describe difference different do equipment explore findings gather group identify (name) identifying, grouping and classifying investigate measure notice observe observing over time patterns pattern seeking pictogram plan questions record researching review same scientific enquiry secondary sources	accurate bar chart chart classify conclusion (What have we found out?) criteria data develop diagram evaluate evidence explanation key making a test fair method observations practical enquiry prediction (What do you think will happen?) primary sources questioning reasoning relationships results (What happened?) secondary sources standard units What do we change, what do we keep the same, what are we measuring?	accuracy causal relationship justify line graph precision readings refute repeat readings scatter graph support variables control variable (What do we keep the same?) independent variable (What do we change?) dependent variable (What do we measure?)

RE						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Beliefs and Values Understanding right and wrong Exploring personal values and respect for others Learning how beliefs can influence behaviour	Special People and Role Models Learning about important religious figures (e.g., Jesus, the Prophet Muhammad, the Buddha) Identifying positive qualities (kindness, honesty, patience)	Celebrations and Festivals Exploring key religious festivals (e.g., Christmas, Eid, Diwali) Understanding why people celebrate Recognising similarities and differences	Places of Worship and Community Learning about churches, mosques, temples, and other places Understanding how communities come together Recognising rules and respectful	Rules, Choices and Consequences Exploring rules in religions and daily life Understanding consequences of actions Making positive choices	Respect, Diversity and Living Together Understanding different religions and cultures Promoting tolerance and inclusion Challenging stereotypes in a

Entry level functional curriculum

	Recognising that people have different beliefs	Discussing role models in everyday life Linking role models to personal goals	between celebrations Participating respectfully in cultural events	behaviour in shared space Connecting to local community life	Linking rules to safety, fairness, and responsibility	simple, supportive way Building skills for living and working with others
2	Life Events and Rites of Passage Understanding important life events (birth, marriage, death) Exploring how different religions mark these events Recognising emotions linked to life changes Developing empathy and support for others	Caring for Others and the World Learning about kindness, charity, and helping others Exploring how religions encourage caring for the environment Taking responsibility in everyday life (home, community) Simple actions to make a positive difference	Identity and Belonging Understanding what makes us who we are Exploring family, culture, and religion Recognising groups we belong to (school, community, faith) Building confidence and self-awareness	Rules, Laws and Justice Understanding rules in society and religion Exploring fairness, justice, and equality Recognising right and wrong in real-life situations Linking religious teachings to everyday behaviour	Prayer, Reflection and Quiet Time Understanding why people pray or reflect Exploring different ways people show belief (prayer, meditation, reflection) Learning about calm and quiet routines Developing personal reflection and mindfulness skills	Religion in the Local Community Exploring different religions in the local area Learning about places of worship nearby Understanding how communities support each other Promoting respect and positive interaction in the community

Progression of Vocabulary – Religious education		
CHRISTIANITY		
MUST	SHOULD	COULD
<u>Key people/deities</u> God Jesus/Christ Mary Joseph Adam and Eve <u>Symbols</u> Cross Dove Lamb Fish <u>Core values/beliefs</u> Prayer Sunday <u>Place of worship</u> Church Vicar/priest Bible <u>Celebrations/events</u> Christmas Easter Wedding Christening/Baptism Bread and Wine Harvest <u>Stories/Places</u> Samaritan Creation Nativity Bethlehem Jerusalem For main Old testament vocabulary- see Judaism	<u>Key people/deities</u> Holy Trinity- Father, Son, Holy Spirit Disciples- Peter, Thomas, etc John the Baptist Judas Mary Magdelane <u>Symbols</u> Crucifix Rosary Trinity <u>Core values/beliefs</u> Communion/Mass Service Forgiveness Commandments Heaven <u>Place of worship</u> Chapel Alter Lectern Font Stained glass window Sermon Hymn Communion <u>Celebrations/events</u> Advent Christingle First Communion Confirmation Palm Sunday Shrove Tuesday Lent Funeral <u>Stories/Places</u> Nazareth Miracle Parable The Last Supper Lazarus	<u>Key people/deities</u> Pope Archbishop Saints <u>Symbols</u> Ichthus <u>Core values/beliefs</u> Temptation Ascension Confession <u>Place of worship</u> Confession Eucharist Psalm Chaplain Verger <u>Celebrations/events</u> Pentecost Eucharist Ash Wednesday Pilgrimage (Lourdes) <u>Stories/Places</u> Rome Vatican City Lourdes Denominations Protestant/Church of England Catholic Methodist Baptist Quaker Jehovah's Witness

Entry level functional curriculum

ISLAM		
MUST	SHOULD	COULD
<u>Key people/deities</u> Allah Prophet Mohammed (pbuh) <u>Symbols</u> Moon Stars <u>Core values/beliefs</u> Prayer Charity Fasting Pillars Clothing- head scarf, hat, modest <u>Place of worship</u> Mosque Qur'an- Arabic Imam Prayer mat Prayer beads Friday <u>Celebrations/events</u> Eid Ramadan Fasting <u>Stories/Places</u> Mecca Creation	<u>Key people/deities</u> Ibrahim Ismail Prophets <u>Symbols</u> Crescent and star Rub El Hizb <u>Core values/beliefs</u> Five Pillars- Shahada Salat Zakat Sawm Hajj Clothing- Hijab, Niqab, Burkha <u>Place of worship</u> Minaret Dome Mihrab Minbar Prayer Hall Wudu <u>Celebrations/events</u> Eid Al-Fitr Eid Ul-Adha Hajj <u>Stories/Places</u> Ka'aba Saudi Arabia Medina	<u>Key people/deities</u> Adam Musa Isa <u>Core values/beliefs</u> Iman Akhlaq Adhan Bismillah <u>Place of worship</u> Ablution area Sahn Qiblah <u>Celebrations/events</u> Hajj- Ihram, Tawaf, Safa and Marwah, Mina, Arafah, Muzdalifah, Rami al-Jamarat, Nahr, Tawaf al-Wada: <u>Denominations</u> Sunni Shi'a Sufi

JUDAISM		
MUST	SHOULD	COULD
<u>Key people/deities</u> God Adam and Eve Moses Noah David <u>Symbols</u> Star of David Menorah	<u>Key people/deities</u> Abraham Isaac Joseph Jonah <u>Core values/beliefs</u> Kosher Faith of action Messiah	<u>Key people/deities</u> Jacob Ruth Solomon <u>Core values/beliefs</u> Circumcision Kosher terms- Pareve, treif, kashrut <u>Celebrations/events</u>

Entry level functional curriculum

<u>Core values/beliefs</u> Prayer Clothing- Kippah, modest, head covering Shabbat/Sabbath Ten Commandments <u>Place of worship</u> Synagogue Torah- Hebrew Rabbi Friday <u>Celebrations/events</u> Passover/Pesach Hannukah <u>Stories/Places</u> Creation Noah's Ark The Exodus story David and Goliath Isreal	<u>Place of worship</u> Prayer Hall Ark (Aron Hakadesh) Torah scrolls Yad Eternal flame (Ner Tamid) Bimah <u>Celebrations/events</u> Yom Kippur Sukkot Bar/Bat Mitzvah <u>Stories/Places</u> Abraham and Isaac Joseph and his brothers Jonah and the Whale Jerusalem Western wall	Brit Mallah Purim <u>Denominations</u> Orthodox Haredim Conservative Reform Hasidic
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SIKHISM		
MUST	SHOULD	COULD
<u>Key people/deities</u> God Guru Nanak <u>Symbols</u> Khanda The Five K's <u>Core values/beliefs</u> Prayer 3 daily principles- truthful living, service to humanity, devotion to God The five K's <u>Place of worship</u> Gurdwara Guru Granth Sahib Langar <u>Celebrations/events</u> Diwali Vaisakhi	<u>Key people/deities</u> Waheguru (God) 10 Sikh Gurus <u>Symbols</u> Ik Onkar <u>Core values/beliefs</u> Reincarnation Karma Meditation Mool Mantra <u>Place of worship</u> Divan hall Manji Sahib Nishan Sahib Palki Chanani <u>Celebrations/events</u> 10th Divine Light	<u>Key people/deities</u> 10 Sikh gurus <u>Core values/beliefs</u> The five vices Mukti <u>Celebrations/events</u> Maghi Guru Nanak Gurburab

Entry level functional curriculum

Stories/Places The Milk and the Jasmine Flower Life of Guru Nanak Creation India	Amrit ceremony Stories/Places Founding of Sikhism Duni Chand and the Silver Needle	
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HINDUISM		
MUST	SHOULD	COULD
<u>Key people/deities</u> Vishnu Brahma Shiva Rama Sita <u>Symbols</u> Om/Aum Lotus flower <u>Core values/beliefs</u> Prayer Dharma <u>Place of worship</u> Mandir Shrine The Vedas <u>Celebrations/events</u> Diwali Holi <u>Stories/Places</u> Rama and Sita Creation India	<u>Key people/deities</u> Lakshmi Ganesha Bhuvaneswari <u>Symbols</u> Hindu Swastika Conch shell Dharmachakra <u>Core values/beliefs</u> Karma Chakras Meditation Reincarnation <u>Place of worship</u> Murti Arti lamp Main shrine Bell Sinhasen <u>Celebrations/events</u> Ganesh Chaturhi <u>Stories/Places</u> Mahabharata Ganges	<u>Key people/deities</u> Saraswati Parvati Kali <u>Core values/beliefs</u> <u>Place of worship</u> Madhyasthan Shikhar <u>Celebrations/events</u> <u>Denominations</u> <u>Stories/Places</u> 7 sacred cities

BUDDHISM		
MUST	SHOULD	COULD
<u>Key people/deities</u> Guatama Buddha <u>Symbols</u> Dharma Wheel Lotus flower Om/Aum	<u>Key people/deities</u> Dalai Lama Buddhist monks <u>Symbols</u> Bell Bodhi tree	<u>Key people/deities</u> <u>Symbols</u> Enso Pearl

Entry level functional curriculum

<u>Core values/beliefs</u> Prayer Enlightenment Rebirth Meditation <u>Place of worship</u> Buddhist temple Shrine Offerings <u>Celebrations/events</u> Vesak <u>Stories/Places</u> India The life of the Buddha	Lion Swastika <u>Core values/beliefs</u> Nirvana Karma Eightfold Path Four Noble truths <u>Place of worship</u> Vihara Chaityas Pagoda Arhat hall <u>Celebrations/events</u> Dharma day Bodhi day <u>Stories/Places</u> The Four Noble Truths The Taming of Nalagiri	<u>Core values/beliefs</u> Suffering <u>Place of worship</u> Phutthawat Chedi <u>Celebrations/events</u> Kathina Losar <u>Denominations</u> Theravada Mahayana Vajrayana
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GENERAL/NON-RELIGIOUS		
MUST	SHOULD	COULD
Special Unique Individual Family Friends Community Love Care Non-religious Belief Opinion Equality Respect Birth Marriage Wedding	Charity Purpose Inspiration Worldview Moral code Ethics Spiritual Atheist Agnostic Humanist Evolution	Secularism

Foundation subjects

E safety					
To be taught 1 standalone lesson per half term. These areas will also be covered throughout the Computing qualification, PSHE lessons and when topics arise. See I can statement for coverage.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Privacy and security</u> Password phishing Privacy settings <u>Managing online information</u> Disinformation, misinformation, malinformation and hoaxes Fake websites and scam emails Persuasive design How to stay safe online Online versus offline behaviours	<u>Health wellbeing and lifestyle</u> Suicide, self-harm and eating disorders Impact on quality of life, physical and mental health and relationships Wellbeing Age restrictions	<u>Online reputation</u> Live streaming Reputational damage <u>Copyright and ownership</u> Ownership Permissions Plagiarism Liscencing	<u>Online relationships</u> Pornography Grooming Unsafe communication <u>Self-image and identity</u> Impact on confidence (including body confidence)	<u>Managing online information</u> Online radicalisation How to evaluate what they see online Teaching about harms and risks	<u>Online Bullying Abuse (online) Challenges</u>
Resources through project evolve years 11-14					

Computing 3 year rolling program					
Pre- entry rolling programme (Sheffield)					
Year 1					
What is a Comp? Pr&AI: Control; Sequence	Internet Multimedia: Photos; Posters/ Text- publisher	Multimedia: Sound & Music; eBooks	Pr&AI: Sorting; Bee-Bots	Data Sorting; Branching Database	Multimedia: Art; Animation
Using word to complete a recipe	Using email – can pupils complete a CV using word and send this over email?	Create all about me powerpoint and present to the class	Pupils to follow instructions to create something – eg building flat pack furniture, cooking a meal – can they 'debug' where something in the instruction isn't quite right?	Create a Google form and send to parents/peers. Pupils to collate the information and present this to peers.	Create a logo for a business or a t-shirt design – publisher
1a 4a 4b	1b 2c 2f/2g	2b 2e	4b 4d	3b 3d ex 3	2a 2h ex 2
Year 2					
What is a Comp? Multimedia: Art; Text	Pr&AI: Sequence; Bee-Bots	Pr&AI: Sorting; Scratch Jnr	Data Counting; Pictogram	Multimedia: Photos; Presentation	Multimedia: Films
Create an acceptable use policy for the class (2g has lots of text based activities)	Complete a kit list using Excel for the duke of Edinburgh/camping expedition	Create/control a simple computer game using scratch/Makey-Makeys	Create a spreadsheet based on household income.	To research a job/field they might be interested in work wise and complete a powerpoint presentation based on this.	Complete a promotional video surrounding Kemball
1a 2a 2g	4b 4d	4c 4e	3a 3c ex 3	2c 2f	2d

Entry level functional curriculum

Year 3					
What is a Comp? Multimedia: Sound & Music; Animation	Pr&AI: Sequence; Scratch Jnr	Internet Multimedia: Photos; Posters;	Multimedia: eBooks; Text	Data Sorting; Branching Database	Pr&AI: Control; Sorting
Plan and create a teams meeting – mock interview	Learn how to use a piece of programming equipment (Lego Wedo/scratch/Makey Makey) and model to another class.	To complete a social story using comic software	Create a Kemball newspaper edition and hand out to classes	Complete an enterprise and complete a spreadsheet showing profit	Experiencing and analysing a computer game. How can this be improved etc. Complete and create a form.
2a 2h	4b 4e	1b 2c 2f	2e 2g	3b 3d	4a 4c
Computing (Entry Pathways ICT users)					
Year 1 – online basics covered throughout					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Using email Improving productivity using IT	Database software	Using word processing software	Desktop publishing	Audio and video software	Using mobile IT devices
Tasks to hit criteria					
Use of email and send emails Searching, sorting, pinning and deleting SPAM Improving a written recipe Present class with written recipe Discuss how to change How this will be easier using IT Can the suggest software would be appropriate (word) Complete recipe and review/edit.	Create a kit list using excel for D of E expedition Explore the functions of excel. Enter, edit and organise. Find, search and replace. Sort and filter by alphanumerical order. Model data errors. Print full table.	Create a CV using word or letter of application Identify information needed Use of email and attachments Premade google forms. Formatting and presentation skills.	Create a promotional advert for the easter fayre. Use of AI software, google searches link with fake information. Creative commons (copyright) Input text, images, videos, hyperlinks and tables. (use of Sway) Presentation and formatting skills.	Create a promotional video using Clipchamp or iMovie about school. Identify the software. Record using video and audio devices. Editing tools - copy and paste Copyright constraints (permissions)	Using book creator app create a book of their choice Share with teacher Air drop Sign in from Multiple devices Input data Copyright Transfer information
Year 2 – Online basics covered throughout					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Emails IT User Fundamentals	Spreadsheet Software	Presentation software	Imaging software	Internet fundamentals	Programming (not towards accreditation)
Task to hit criteria					
Saving from emails to the cloud Attaching from the cloud Demonstrate effective usage of cloud based storage. Turn on and off a computer safely. Create, rename, sort, orders and move files/folders on the cloud.	Spreadsheet of household expenditure. Presentation of data - charts /graphs Enter and edit data Store and retrieve Use of formulas and tools Use of terminology rows, cells, columns Print	Create a PowerPoint presentation of their choice of interest Use of AI software, google searches link with fake information. Creative commons (copyright) Input text, images, videos, hyperlinks	Create a fictional character based image searches. Write a description Use Microsoft copilot (need logins) AI Debug image Edit and manipulate images on the ipad	Create a factsheet about animals through research Research through ipad/laptop Navigate webpages Use of search tools including Boolean search. AI Fake information	Project based – loans library Lego wedo Microbits Probots Makey makey Animations software Scratch

Entry level functional curriculum

Demonstrate that they can find folders. Compare types of storage. Discussions around where to get help.	Retrieve information from spreadsheet	and tables. (use of Sway) Presentation and formatting skills. Present work to the group.		Save The Pacific Northwest Tree Octopus Dog island Lumen5 software	
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Coverage over units				
	Pre-Entry	Entry 1	Entry 2	Entry 3
	What is a computer?	Improving productivity using IT	Improving productivity using IT	Improving productivity using IT
	Communication and	IT User Fundamentals	IT User Fundamentals	IT User Fundamentals
		Database software	Database software	Database software
		Spreadsheet Software	Spreadsheet Software	Spreadsheet Software
		Using word processing software	Using word processing software	Using word processing software
		Presentation software	Presentation software	Presentation software
		Desktop publishing software	Desktop publishing software	Desktop publishing software
			Audio and video software	Audio and video software
				Using mobile IT devices
				Using email
		Online basics	Online basics	Internet fundamentals
		Imaging software	Imaging software	Imaging software

PSHE Parents have the right to opt out of Sex education in Secondary classes. Please make parents aware of any Sex education coverage before teaching it e.g. on parent topic overview and make parents aware that they can discuss any coverage with you. If they still request to opt out they need to have a discussion with Lisa.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus	Self-Awareness	Self-Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World We Live In
Year 8	<u>What makes us special?</u> Pupils celebrate everyone's uniqueness and identify their personal strengths.	<u>What is safe online contact?</u> Pupils learn ways to safely communicate with others online, including what information to keep private	<u>How do I feel about myself?</u> Pupils learn skills to maintain self-esteem and respond to unkind comments.	<u>What is puberty?</u> Pupils learn how to help manage the changes of puberty.	<u>What is body image?</u> Pupils explore what affects body image as people grow older.	<u>How can we buy things online?</u> Pupils explore money and safe ways to spend online.
Year 9 Regency 1	<u>What is pressure?</u> Pupils explore when people might be under pressure and how to respond or get support	<u>What is gambling?</u> Pupils explore the risks related to gambling money	<u>How do I feel about others?</u> Pupils explore what romantic feelings are and situations involving attraction.	<u>What is a healthy relationship?</u> Pupils learn about healthy and unhealthy relationship behaviours.	<u>What is a healthy lifestyle?</u> Pupils rehearse skills for staying active and preparing healthy meals.	<u>What is equality?</u> Pupils learn about people's rights and responsibilities in an equal, diverse society.
Year 10 Aynsley 2	<u>What is prejudice?</u> Pupils consider the protected characteristics and how to treat others fairly.	<u>What is personal space?</u> Pupils learn how to assert their own and respect others' personal space and privacy.	<u>How can I keep mentally well?</u> Pupils revisit skills for emotional regulation and learn about mental health concerns.	<u>What is sexual intimacy?</u> Pupils learn about sexually intimate relationships, including consent and contraception.	<u>What can harm our bodies?</u> Pupils recap the use of medicines and learn about harmful and illegal drugs.	<u>What risks are there online?</u> Pupils learn how to manage online harms, including AI and sharing images.
Year 11	<u>How can we respond to pressure?</u> Pupils revisit peer pressure, rehearsing skills to respond.	<u>How can I manage risk?</u> Pupils learn how to respond in risky and emergency situations, including with first aid, and for medical concerns.	<u>What are romantic relationships like?</u> Pupils explore what might shape our expectations of romantic relationships.	<u>What makes a parent?</u> Pupils learn about committed relationships, including marriage and parenthood.	<u>Is it hard to stay healthy?</u> Pupils consider challenges and build skills to maintain a healthy lifestyle with more independence.	<u>What is it adulthood like?</u> Pupils practice skills for managing money and for participating in work.

Duke of Edinburgh (Consider additional links to ASDAN to duplicate evidence if it is appropriate)

Developing skills towards all of the D of E areas and adding evidence to the online profile. A challenge expedition day in school including cooking outside and a challenging activity.	Regency 2 - Developing skills towards all of the D of E areas and adding evidence to the online profile. Day at Kibblestone including a challenging activity. Long distance walk. Cooking outside. Putting tents up.	Regency 1 - Developing skills towards all of the D of E areas and adding evidence to the online profile. Day at Kibblestone including a challenging activity. Long distance walk. Cooking outside. Putting tents up.	Aynsley 2 - Continue to gather evidence online across the 4 different areas. Final Bronze / Silver expedition for all including an overnight stay and 2 days of challenges.	Aynsley 1 - Continue to gather evidence online across the 4 different areas. Final challenge in school including cooking outside and two challenging activities.
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Personal Development / Extra Curricular

Entry level functional curriculum

Vocational options				
Being creative Ceramics Music and performance Drawing and painting	DIY Gardening Home repairs School services Painting and decorating	Caring for others Animal care Social care Child care Elderly care	Food and drink Food hygiene Barista Hospitality Food technology Tuck shop	Performing arts Open orchestra Drama Singing Music technology Dance
Aynsley 1 Pupils will be given options from the 4 below areas to work on their personal development through their EHCP targets				
Further/ Higher Education, Training and Employment - Exploring the world of work - College passport - Transition preparation - Working on my targets	Independent living - Travel training - Shopping - Visiting new places - Self-care - Personal information - Communication	Friends, Relationships and Community inclusion - Turn taking - Sharing a resource - Meeting new people - Visiting new places - Developing friendships - Greeting others - Communicating with friends	Maintaining Good Health - Healthy eating - Personal hygiene - Being outdoors - Preparing for the weather - Preparing drinks and snacks	

Entry level functional curriculum

Preparation for Adulthood (Life Skills)

Read writing is EHCP areas. Preparation for adulthood sessions should be held weekly however these targets should be engrained into everyday life in school. There should also be a

Autumn		Spring			Summer	
Travel training	Pedestrian behaviour	Personal safety	Vehicle communication Road crossings	Environmental awareness	Using a bike Using a taxi	Using a train Using a bus
Cooking	Preparing food Chopping food	Using an oven	Using a microwave	Boiling frying and grilling	Cultural studies	Following instructions
Home management	Keeping healthy	Washing up	Shopping	Cleaning	Washing clothes	Paying for things Making snacks
Further/ Higher Education, Training and Employment Employment - Developing our future (Includes careers, employment, roles and responsibilities and community awareness) Careers week		Independent living Independence -Life skills (Includes handling money, home management, personal skills, communication and socialising)			Friends, Relationships and Community inclusion Community inclusion - Developing transition skills Routine Community Take notice Time Social	

Maintaining Good Health

Health - Knowing how to make healthy choices for my body.
 Making health snacks and drinks
 Keeping active
 MHWB sessions and ZOR

Travel training
 Personal Safety
 Pedestrian behaviour
 Environmental awareness
 Vehicle communication
 Road crossings
 Using a bus
 Using a train
 Using a taxi
 Using a bike

1. You have achieved transport awareness level. This means you can identify all the different types of transport and know which are the most effective to get to where you need to go.
2. You have achieved road sense level. This means you can identify hazards on the roads. Cross roads independently and use all forms of pedestrian crossings effectively.
3. You have achieved safe to travel level. This means you can use public transport with a group and identify where you need to catch the bus and how to act appropriately.
4. You have achieved confident traveller status. This means you can now use public transport and can perform all appropriate routines when catching the bus.
5. You have achieved adventurous traveller status. This means you have been able to use a train to go to a new location.
6. You have achieved excellent traveller status. This means you can use public transport effectively with support and begin to plan when you need to return and where you need to go.
7. You have achieved outstanding traveller status. This means you can start to plan routes with more independence and follow a timetable to ensure that you manage your time effectively.
8. You have achieved semi-independent travel. This means you are able to identify which mode of transport is required to go to a new area and plan your route with some support.
9. You have achieved mostly independent travel. This means you are independent with most aspects of your travel and only need some guidance with problem solving situations.
10. You have achieved complete independent travel. This means you are able to identify where you need to go, what the best way to get there, you can problem solve situation when problems occur and use transport consistently appropriately.

Entry level functional curriculum

ASDAN			
	Autumn	Spring	Summer
Engagement curriculum /pre entry	Start PP Continue PP	Continue PP	Evaluate completed units PP
	Continue PP	Continue PP	External moderation for Year 11's PP Evaluate completed units
Functional entry level	Start PSD Continue PSD	Continue PSD	Evaluate completed units PSD
	Complete unfinished units PSD	Assess	External moderation PSD
PP Year 1 EECR Encountering experiences: creativity* PDS Preparing drinks and snacks ILPC Developing independent living skills: personal care CPCE Developing community participation skills: caring for the environment	PP Year 2 TRE Recognising time through regular events or DRA Taking part in daily routine activities CPPE Developing community participation skills: personal enrichment ILBH Developing independent living skills: being healthy CGP Travel within the community: going places 3	PP Year 3 DSA E1 Developing self-awareness: all about me. ILBH E1 Developing independent living skills: being healthy. UMF E1 Understanding what money is used for CPOA Developing community participation skills: getting out and about	
PSD Year 1 MLTE2 Making the most of Leisure time EAE2 Environmental Awareness HLE2 Healthy Living DLE2 Dealing with problem in daily life	PSD Year 2 PAE2 Parenting Awareness MSRE2 Managing social relationships IRRE2 Individual rights and responsibilities UTE2 Using technology in the home and community	PSD Year 3 PWE2 Preparation for work WGE2 Working as part of a group TGE2 Working towards goals DSE2 Developing Self	

Entry level functional curriculum

	ASDAN Personal Progress 1. DCS Developing communication skills 3 2. DIS Developing ICT skills 4 3. DLS Developing learning skills: learning to learn 5 4. DRS Developing reading skills 3 5. DWS Developing writing skills 3 6. DWFI Developing skills for the workplace: following instructions 2 7. DWTD Developing skills for the workplace: getting things done 4 8. DWCP Developing skills for the workplace: growing and caring for plants 2 9. DWHS Developing skills for the workplace: health and safety 2 10. DWCA Developing skills for the workplace: looking after and caring for animals 2 11. DWLA Developing skills for the workplace: looking and acting the part 2 12. EMNS Early mathematics: developing number skills 2 13. EMM Early mathematics: measure 2 14. EMP Early mathematics: position 2 15. EMSO Early mathematics: sequencing and sorting 3 16. EMSH Early mathematics: shape 2 17. EWEW Engaging with the world of work: exploring work* 3 18. EWSP Engaging with the world around you: sequence and pattern* 3 19. EWWE Engaging with the world of work: work experience* 3 20. MEP Participating in a mini-enterprise project 4		
	Entry 1 1.Community Action E1 CAE1 2 2.Environmental Awareness E1 EAE1 2 3.Healthy Living E1 HLE1 2 4.Making the Most of Leisure Time E1 MLTE1 2 5.Managing own Money E1 MOME1 2 6.Parenting Awareness E1 PAE1 2 7.Personal Safety in the Home and Community E1 PSE1 2 8.Preparation for Work E1 PWE1 2 9.Using Technology in the Home and Community E1 UTE1 2	Entry 2 1.Community Action E2 CAE2 2 2.Developing Self E2 DSE2 2 3.Dealing with Problems in Daily Life E2 DLE2 2 4.Environmental Awareness E2 EAE2 2 5.Healthy Living E2 HLE2 2 6.Individual Rights and Responsibilities E2 IRRE2 1 7.Making the Most of Leisure Time E2 MLTE2 2 8.Managing own Money E2 MOME2 2 9.Managing Social Relationships E2 MSRE2 1 10.Parenting Awareness E2 PAE2 2 11.Personal Safety in the Home and Community E2 PSE2 2 12.Preparation for Work E2 PWE2 2 13.Using Technology in the Home and Community E2 UTE2 2 14.Working as Part of a Group E2 WGE2 2 15.Working Towards Goals E2 TGE2 2	Entry 3 1.Community Action E3 CAE3 2 2.Developing Self E3 DSE3 2 3.Dealing with Problems in Daily Life E3 DLE3 2 4.Environmental Awareness E3 EAE3 2 5.Healthy Living E3 HLE3 2 6.Individual Rights and Responsibilities E3 IRRE3 1 7.Making the Most of Leisure Time E3 MLTE3 2 8.Managing own Money E3 MOME3 2 9.Managing Social Relationships E3 MSRE3 2 10.Parenting Awareness E3 PAE3 2 11.Personal Safety in the Home and Community E3 PSE3 2 12.Preparation for Work E3 PWE3 2 13.Using Technology in the Home and Community E3 UTE3 2 14.Working as Part of a Group E3 WGE3 2 15.Working Towards Goals E3 TGE3 2

Entry level functional curriculum

Although we do not directly teach these subject areas weekly, we do touch base

History

Skills	Knowledge	Vocabulary
Reflection Sequencing Cause and consequences Similarities and differences (comparisons) Continuity and Change Presenting, communicating and organising Written and Oral expression Exploration and invention	Retention of skills and information Building on previous knowledge/skills learnt PSHE and RE lessons Timetables Knowledge and Understanding of Events and People in the Past Recognising different Communities and Cultures Problem solving and resolving of conflict Spiritual, Moral, Social and Cultural concepts covered within different lessons	Old/ New Now/Then Now/Next Past/Now Today A long time ago Same/Different Yesterday/ today/ tomorrow The past/ the future Days/Months/Years Different periods of time Order Similar/different Ancient/Modern Century/Decade BC /BCE AD/ CE Era/Time period Chronological order Compare and contrast Artefact Evidence/ Research Questions- What ...? When ...? Where ...? Who ...? Why ...?

Geography

Skills	Knowledge	Vocabulary
Map reading Environmental awareness and exploration Travel training	Local environment Map points Compass points School environment Travel	Shops/ houses/bus stop/ travel/ road safety/ natural/ man made/ direction/ fieldwork/ address/ route Atlas/ globe/ key points/ ordnance survey/ route/ compass/ digital map/ grid reference North/ South/ East/ West/ Northeast/ Southeast/ Northwest/ Southwest School grounds/ Sensory Garden/ Adventure Playground/ Natural/ Man made Travelling/ Bus/ Car/ Train/ Boat/ Aeroplane/ Destination/

Entry level functional curriculum

Art

Opportunities for Art can be made through a wide range of

Skills	Knowledge	Vocabulary
Drawing Painting Illustration Model Sculpture Textiles Sewing Mending	Artist Design/ designer Illustrator Painter Present Gallery Mount Final piece Masterpiece Exhibit / Exhibition Illustrate Abstract Contemporary	Colour / spectrum / primary / secondary / neutral / contrast / blend / tint / tone / antique / bold Quality /Opaque /Translucent / Transparent Horizontal /Vertical /Diagonal /Crosshatch Stippling Medium / Charcoal /Pastel /Textiles /Oil/paint Batik Medium Form Tapestry Mosaic Decorative Genre / Bauhaus / Futurism Iconography / Kitsch Life Drawing / Pre-Raphaelite Realism / Renaissance Performance / Expressive Photography / photographer Panoramic / Sepia /Minimalist Modernist /Impressionist

Design Technology

Skills	Knowledge	Vocabulary
Design Make Recyclable & Sheet Materials Mouldable Materials Textiles Construction Mechanisms Cooking & Nutrition	Designer Purpose Product User Materials Tools Mechanisms	Template, Information, Materials, Prototype, Client/audience, Function Experiment, Change, Evaluate, Tools, Fabric, Thread, Shape, Glue, Cut, Fold, Sew, Pattern, 3D, Join, Stencil, Judge Technical Knowledge Technology, Photograph, Annotate, Pulleys, Gears, Hinge, Levers, Axle, Fixings, Tools, Food, Meal, Snack, Healthy, Diet, Cook, Farm, Factory, Protein, Sugar, Vitamin, Mineral, Organic, Fruit, Ingredients, Utensils, Recipe, Slice, Vegetable, Nutrition, Mould, Form