



Addington School

End of Key Stage Statements (Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4)

ATTAINMENT TARGETS

'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.' *(2014 National Curriculum in England)*

(Taken from 'Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties')



English End of Key Stage 1 Statement

Given these opportunities in English at Key Stage 1:

<p>all pupils with learning difficulties (including those with the most profound disabilities).....</p>	<p>have opportunities to respond to their immediate environment, social routines and experiences. They may express likes and dislikes through facial expression, communicative movements and gestures, and may interact with familiar adults. They listen and attend to a variety of sounds and sensory experiences and have the opportunity to work one to one, in small groups and as a class. They have opportunities to enjoy and develop an interest in reading and to develop functional fine motor-skills and body awareness. They are encouraged to attend and to participate in telling familiar tales and the re-telling of personal events. They are involved in making simple visual and/or tactile records of familiar people, events and stories.</p>
<p>most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>communicate intentionally, either verbally or non-verbally, with adults and peers about their needs and wants. They also communicate feelings, preferences and choices. They draw the attention of others to things in the world that interest them and comment on them. They use a vocabulary that expresses their needs and immediate experiences, <i>for example, the names of familiar people, objects and events</i>. They listen and attend to a variety of sounds and respond to adults and peers. They anticipate familiar routines and have a sense of self and others. They attend to and recognise objects, pictures, photographs, symbols, and some personal words, and understand that these convey a shared common meaning. They match objects, pictures, symbols or words and may identify pictures, symbols and words within a text. With support, they start to make records about people, activities that they have been involved in, stories, and their own ideas. They develop their manipulation skills, make marks with appropriate media, and/or use ICT to support recording work. Through both structured activities and play, they begin to learn about the enjoyment, value and purposes of writing.</p>
<p>a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>develop a wider vocabulary and communicate clearly about matters of immediate interest and convey simple meanings to a range of listeners. They may link words, signs or graphic symbols into sentences and listen to others and respond appropriately. They recognise familiar words in simple texts and they may use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. They express their responses to poems, stories and non-fiction. They communicate meaning through pictures, letters, simple words and phrases. Some letters are usually clearly shaped and correctly orientated.</p>



English End of Key Stage 2 Statement

Given these opportunities in English at Key Stage 2

all pupils with learning difficulties (including those with the most profound disabilities).....

are enabled to maintain and develop their communication skills, including listening and attention skills. They are encouraged to interact with a wider range of people, and in a wider range of situations. They are exposed to a range and richness of vocabulary to reflect their extended experiences. They have opportunities to enjoy and develop an interest in reading materials with a widening range of language and content. They are encouraged to listen and to take an active part in story telling of familiar and unfamiliar tales, and re-telling personal events and experiences. They continue to be involved in making simple visual and/or tactile records of different people, events and stories and to have opportunities to develop functional fine motor skills and body awareness.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....

develop an enlarged vocabulary and communicate clearly about matters of immediate interest, conveying simple meanings to a range of listeners. They may link words, signs or graphic symbols into sentences, and listen to others and usually respond appropriately. They recognise pictures, symbols and/or familiar words in simple texts and may use their knowledge of letters and sound-symbol relationships in order to read words with support. They express their likes and dislikes in response to poems, stories and non-fiction. Their writing communicates meaning through pictures, letters, simple words and phrases, using ICT as appropriate, or by an adult acting as a scribe. Some letters are usually clearly shaped and correctly orientated.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

begin to show confidence in communication. They may show an awareness of the needs of the listener, and develop a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They may be aware that in some situations a more formal vocabulary and tone of voice are used. Their reading of simple texts shows understanding and is generally accurate. They may use more than one strategy, *such as phonic, graphic, syntactic and contextual*, in reading unfamiliar words and establishing meanings. They express opinions about major events or ideas in stories, poems and non-fiction and their writing communicate meaning in both narrative and non-narrative forms, using an appropriate vocabulary. In their reading and writing, pupils may begin to show awareness of how full stops are used. Simple monosyllabic words are often spelt correctly. Some letters are clearly shaped and correctly orientated and/or ICT is used to support the recording and presentation of their work.



English End of Key Stage 3 Statement

Given these opportunities in English at Key Stage 3

all pupils with learning difficulties (including those with the most profound disabilities).....

have opportunities to develop, maintain and consolidate their communication skills. They have opportunities to communicate in a wider range of settings, within and outside the school. They continue to have opportunities to enjoy and develop an interest in reading, with experience of a range of texts offering rich and stimulating language for both information and pleasure. They are encouraged to listen and to take an active part in reading activities. They have the opportunity to be involved in making simple visual and/or tactile records which reflect their widening range of experiences. They continue to have opportunities to develop functional fine motor-skills.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....

begin to show confidence in communication, particularly in familiar situations and where topics interest them. On occasion they may show awareness of the needs of the listener. They develop a growing vocabulary and usually listen carefully and respond with increasing appropriateness to what others say. They may begin to use appropriate intonation. Their reading of simple texts shows understanding and accuracy. They may use one or more strategies, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meanings. Their writing communicates meaning through pictures, letters, simple words and phrases, through the use of ICT or by an adult acting as a scribe in both narrative and non-narrative forms, using an appropriate vocabulary. In their reading and writing pupils may begin to show awareness of how full stops are used. They may spell simple monosyllabic words correctly. In handwriting, their letters are usually clearly shaped and correctly orientated and/or they use ICT to support the recording and presentation of their work.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

communicate confidently in different contexts. In discussion, they may show an understanding of the main points. Through relevant comments and questions, they show that they have listened carefully. They begin to adapt what they say to the needs of the listener, communicating clearly and using repair strategies in conversation. They may begin to be aware of standard English and when it is used. They read simple texts, recognise key points or ideas in the text and may express opinions about major events or ideas in stories, poems, and non-fiction. They use a number of strategies in reading unfamiliar words and establishing meaning. In their writing a wider vocabulary is used and ideas may be developed in a sequence of sentences demarcated by capital letters and full stops. Monosyllabic words and some polysyllabic words are spelt correctly. In handwriting, letters are accurately formed and consistent in size and/or they use ICT to support the recording and presentation of their work



English End of Key Stage 4 Statement

Given these opportunities in English at Key Stage 4	
<p>all pupils with learning difficulties (including those with the most profound disabilities).....</p>	<p>are enabled to develop, maintain and consolidate their communication skills in preparation for adult life. They have opportunities to participate actively and communicate in their school and local community. They continue to have opportunities to enjoy and develop an interest in reading and reading materials appropriate to their age. They continue to be encouraged to listen and take an active part in reading activities and to be involved in making visual and tactile records which reflect their interests and work-related experiences as young people.</p>
<p>most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....</p>	<p>communicate with increasing confidence in a widening range of familiar contexts. They show awareness of the needs of the listener, communicating clearly, and sometimes using repair strategies in conversation, and adapting what they say. They show they have listened carefully through relevant comments and questions. They may be aware of, and use, different tones of voice and vocabulary appropriate in different situations. They read simple texts, recognise key points or ideas in the text and may express opinions about major events or ideas in stories, poems and non-fiction. They use a number of strategies in reading unfamiliar words and establishing meaning. In their writing, a wider vocabulary is used and ideas may be developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Monosyllabic words and some polysyllabic words are spelt correctly. In handwriting, letters are accurately formed and consistent in size and/or they use ICT to support the recording and presentation of their work.</p>
<p>a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>explore and communicate ideas confidently in a range of different contexts. They initiate and participate in discussion, commenting and questioning. They adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They may begin to be aware of standard English and when it is used. They read a range of texts independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information. They develop their confidence and refine their writing for a range of purposes, <i>for example, lists, stories, letters, instructions</i> and they show some awareness of the reader. Sequences of sentences extend ideas, and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences, <i>for example, full stops, capital letters and question marks</i>, is used accurately. Their work is neatly presented using clear handwriting and/or they use ICT effectively to record and present their work.</p>



Maths End of Key Stage 1 Statement

Given these opportunities in Maths at Key Stage 1:

<p>all pupils with learning difficulties (including those with the most profound disabilities).....</p>	<p>have opportunities to develop their awareness of events in their immediate world through experience or exploration. They may develop awareness of pattern and quantities (1, 2, 3 and lots) in sequences of sounds or other sensations.</p>
<p>most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>respond to mathematical information including position, shape and small quantities in active exploration, investigation and play. They begin to make connections, <i>for example, in a short, familiar sequence they connect an event with the one that usually follows</i>. They begin to share in aspects of counting tasks in concrete situations.</p>
<p>a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>count small numbers in everyday contexts and use their knowledge of the sequence of numbers to develop early reasoning in mathematical situations. They start to use mathematical language and to use their counting skills when they solve simple, practical problems. They can be helped to develop a system for recording, <i>for example, a tally system</i>. They make simple measurements by direct comparison.</p>



Maths End of Key Stage 2 Statement

Given these opportunities in Maths at Key Stage 2

all pupils with learning difficulties (including those with the most profound disabilities)

encounter mathematical information relating to space, shape and quantity, and anticipate events and actions. Their emerging awareness informs their actions and they may modify their responses to achieve desired objects or events. With help, they respond to patterns, *such as sounds or tactile cues*, with anticipation. Their reactions show their awareness of changes and differences in position or location and the relationship between objects in the environment.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

use mathematical information to anticipate events, predict outcomes and to solve simple problems. They begin to recognise relationships and use information about objects to sort and match. The development of mathematical language and understanding helps them apply labels to small quantities, recognise and describe shapes by name, and describe positions in space. Increases in their attention span and confidence help to extend their counting skills and their ability to represent data by recording numbers.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

count reliably and solve simple number problems in more abstract situations. They begin to understand the rules or principles of counting and use their knowledge for checking. They develop confidence in the sequence of numbers and understand more and less. They carry out simple additions and subtractions. With encouragement, they use mathematical language to communicate position, and to compare, *for example, differences in size, weight or quantity*. Mathematical language and understanding helps pupils solve simple spatial problems. Pupils begin to present data in different formats. With help, they interpret this data and make simple deductions.



Maths End of Key Stage 3 Statement

Given these opportunities in Maths at Key Stage 3:

all pupils with learning difficulties (including those with the most profound disabilities).....

have opportunities to form mental representations that relate to space, shape and quantity. Pupils may begin to develop mental representations based on concrete objects or familiar events. They may begin to respond to differences in number or size as well as location. Pupils begin to focus attention, and switch attention between attributes. Pupils encounter sequences or patterns based on appropriate cues in the environment. With help, they respond more readily to familiar sequences including those in relevant number rhymes and games, and may use anticipatory cues.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

apply counting skills to making sets, adding and subtracting objects from their sets in a variety of practical contexts, including those involving money. They count up to 10 with increasing reliability and confidence. They may recognise pattern and symmetry and use this information to make predictions. They use and understand directional symbols in their immediate and wider environment. Through experience most pupils will extend their understanding of mathematical language, including the vocabulary of proportion, in everyday contexts and will reason using mathematical language, *for example, 'one fewer', 'one more' and 'half'*.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

extend their understanding to relational or relative terms and are able to compare and contrast, to order and to sequence, for example, they respond to mathematical terms such as 'tallest' and 'first' by selecting and placing an object in the appropriate position on a line. They carry out more complex mathematical tasks involving repeated addition or multiplication and sharing or division and understand the relevance in practical, everyday contexts. They use symbols with more confidence and think in abstract terms about numbers. They use standard measures, including units of time, length and mass, and make comparisons.



Maths End of Key Stage 4 Statement

Given these opportunities in Maths at Key Stage 4:

all pupils with learning difficulties (including those with the most profound disabilities).....

encounter a range of mathematical representations or images in different relevant contexts relating to space, shape and quantity. They may develop mental representations or images based on concrete objects and events and respond more consistently to differences in number, size and location. Pupils may begin to use information about number, size, location and pattern or sequence in their choice of objects or actions and communicate their choice.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

use a clock, with support, to track time during the day and begin to tell the time on the hour and half-hour. They use practical experience of standard measures to plan measuring and to solve problems. As well as making individual measurements confidently, they compare measurements and extend their ability to estimate and make predictions. Numerical information has meaning in a range of contexts and pupils are able to calculate for a purpose in a variety of practical situations.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

think strategically using mathematical knowledge and understanding, communicate their reasoning and describe their strategy. They respond to problems, selecting the practical approach and mathematics they wish to use. With encouragement, they are able to evaluate their success and reflect on whether their mathematical strategy was correct.



PSHE and Citizenship End of Key Stage 1 Statement

Given these opportunities in PSHE and Citizenship at Key Stage 1:	
<p>all pupils with learning difficulties (including those with the most profound disabilities).....</p>	<p>develop an awareness of themselves and their bodies, as individuals and as members of their class by building on their own experiences and personal, social and emotional development and social skills, first gained in the foundation stage. They have opportunities to express their feelings and experience a range of interactions with familiar people. Their responses should be interpreted as preferences, likes and dislikes and as reactions to their needs.</p>
<p>most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>learn social skills such as taking turns, playing and working with others and taking an active part in the life of their class. They make choices and recognise and communicate their likes and dislikes. They begin to be aware of other people’s feelings as well as their own, and recognise that people have different likes and dislikes. They learn the names of different parts of the body.</p>
<p>a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject</p>	<p>learn to develop friendships and negotiate with friends, <i>for example, choose and share friends and disagree with them</i>. They have opportunities to show they can take some responsibility for themselves. They learn basic rules and skills for keeping themselves safe and for behaving appropriately in familiar circumstances. They are helped to develop a sense of right and wrong</p>



PSHE and Citizenship End of Key Stage 2 Statement

Given these opportunities in PSHE and Citizenship at Key Stage 2	
all pupils with learning difficulties (including those with the most profound disabilities).....	learn about themselves as growing and changing individuals with their own experiences, feelings and needs, and as members of their school community. They have the opportunity to show preferences for objects, events, people and places.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	communicate choices. They are encouraged to be aware of the views and needs of others. They learn to take more responsibility for themselves and to take an active part in the school community. They are encouraged to develop a sense of right and wrong and to learn the basic rules for keeping safe. They are able to identify some similarities and differences between people. are able to reflect on their own learning and differences between people
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	are able to reflect on their own learning and set personal targets. They are encouraged to develop a sense of fairness and learn to resist bullying. They understand that their own choices and behaviour can affect others. They recognise risks in some situations.



PSHE and Citizenship End of Key Stage 3 Statement

Given these opportunities in PSHE at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	continue to develop awareness of themselves and their bodies by approaches and contexts appropriate to their age. They have support to meet new challenges and to cope with transitions in school life. They make or are helped to make choices.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	become more mature and independent. They take on greater responsibility for themselves and become more aware of the views, needs and rights of others. They learn to cope with their changing bodies and feelings and with changing relationships. They recognise that there are risks in some situations.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	learn new skills in making decisions. They have the opportunity to use their developing personal power responsibly, and to make choices about their health and their immediate environment. They make informed decisions about their future.



PSHE and Citizenship End of Key Stage 4 Statement

Given these opportunities in Citizenship at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	continue to take part in the life of their school community. They make, or are helped to make, their views known on issues important to them.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	express their opinion on topical issues. They learn about fairness and diversity at school and in the community, for example, by taking part in community activities.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	Think about and discuss topical issues, problems and events; listen to others' views; and learn how to become more effective in public life. They learn about some legal, political, religious, social or economic issues and about fairness and diversity at a local and wider level.



PSHE and Citizenship End of Key Stage 4 Statement

Given these opportunities in PSHE at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	are encouraged to continue to learn about themselves as young people and as members of their communities. They continue to develop awareness of themselves and their bodies by approaches and contexts appropriate to their age. With support from staff, they prepare for the transition to adult life at the end of key stage 4. They make their views known about their decisions through self-advocacy or advocacy.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	develop in confidence and independence, and take greater responsibilities in preparation for adult life. They are encouraged to learn how to cope with a wider range of relationships and to respect the views, needs and rights of people of all ages. They have opportunities to make choices about their future. They know where to obtain help and understand some ways of dealing with risky situations.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	learn how to plan for their future and their careers by setting personal targets and begin to consider the consequences of their decisions. They can develop skills to help them actively seek information and advice and deal with changing relationships in a positive way



PSHE and Citizenship End of Key Stage 4 Statement

Given these opportunities in Citizenship at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	have opportunities to take part in the life of their school and local community. They learn about the diversity of people's lives, <i>for example, family relationships, lifestyles, and cultures.</i>
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	think about and take part in discussions on topical issues, problems and events. They have opportunities to learn about legal, political, religious, social or economic institutions. They receive the support they need to understand that their expressed views or their actions can bring about change
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	learn about legal, political, religious, social and economic systems. They are helped to develop greater knowledge and understanding of topical issues and to take part in discussions and debates.



Science End of Key Stage 1 Statement

Given these opportunities in Science at Key Stage 1:	
all pupils with learning difficulties (including those with the most profound disabilities).....	build on their own experiences and on the exploration and investigation opportunities given in the foundation stage. They take part in scientific enquiry by exploring people, materials and other living things and respond to sensory experiences.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject	become familiar with some scientific language. They are aware that their actions have consequences, for example, personal cause and effect, and that they can change materials. They collect evidence as part of scientific enquiry.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	record and communicate their ideas and data, for example, using drawings, objects, symbols, and begin to evaluate evidence. They may answer scientific questions and use scientific language.



Science End of Key Stage 2 Statement

Given these opportunities in Science at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

continue to develop their experience and understanding of the world by using their senses, observing and exploring. With appropriate support, they take part in investigations about living things, materials and phenomena. They gain greater awareness of life processes and of themselves as growing and changing individuals.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

learn about a wider range of living things, materials and phenomena. They carry out investigations with others and collect evidence, become familiar with some reference sources, record their results, for example, using objects, symbols or computer software, and communicate what they have done and what happened. They use some scientific language and answer scientific questions.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

attempt to answer questions through testing and investigating. They ask scientific questions; use some reference sources, drawings, charts and diagrams to communicate their findings and ideas. They recognise relevant evidence and evaluate it, draw conclusions from their data, consider if tests are fair or unfair, and link their scientific knowledge to their everyday experiences.



Science End of Key Stage 3 Statement

Given these opportunities in Science at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	extend their scientific experience and understanding through explorations, experiments and investigations appropriate for their age. They work with others to collect evidence.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	know they need to ask questions about how things work and can make suggestions about how to find answers and to solve problems. They use a range of observations and measurements and different modes of data collection. Pupils link their knowledge to their everyday lives, including their personal health and lifestyles. They use some reference sources; communicate what they have done; describe what has happened; draw conclusions from their data and recognise when a test is largely fair or unfair.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	make comparisons and recognise significant differences when interpreting the results of tests and investigations. They communicate their ideas and findings. They understand some ways in which scientists work; evaluate their work; select and use reference sources and begin to apply their knowledge and understanding of scientific ideas to familiar phenomena and everyday things.



Science End of Key Stage 4 Statement

Given these opportunities in Science at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	use experience, knowledge, skills and understanding attained at earlier key stages to help them engage in new activities and investigations. Staff may need to support them in the use of a wide range of equipment and materials.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	make links between scientific experience and their everyday lives. They use different ways of presenting their data, <i>for example, charts, diagrams and drawings</i> . They recognise some relevant evidence, make simple evaluations of their work, and ask some scientific questions.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	understand some positive and negative effects of scientific and technological developments. They select and use appropriate reference sources. They carry out more systematic investigations, make more systematic observations and measurements, and apply their scientific knowledge to new situations.



History End of Key 1 Stage Statement

Given these opportunities in History at Key Stage1:

all pupils with learning difficulties (including those with the most profound disabilities).....

learn about the passage of time through daily routines and contact with objects and people, using terms about time. They experience a range of stories about famous people and events from the past. They look at photographs and pictures of themselves as very young children and now, and have opportunities to handle sources and view local historical sites.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

learn about their personal history and how they have changed over time. They have opportunities to consider differences between the past and the present through work on stories and sources.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

learn about the differences between lives of people in the present day and lives of others in the distant past from stories. They have opportunities to find out about the past using sources.



History End of Key Stage 2 Statement

Given these opportunities in History at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

continue to learn about their own past. They experience aspects of the lives of people in the past from different places and periods of history. They have opportunities to experience a range of historical sources and communicate views and feelings about the past.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

have opportunities to sequence some key events from historical stories and begin to learn about significant people and different periods.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

learn about different periods and places in the past and make distinctions between life now and then. They have opportunities to answer questions about the past using a range of sources.



History End of Key Stage 3 Statement

Given these opportunities in History at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	continue to develop and extend their understanding of their personal history. They experience aspects of the lives of others in different places and periods in the past. They have opportunities to experience a range of historical sources and interpretations and to communicate their views.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	learn about events, periods and people. They have opportunities to use different sources to ask and answer questions to find out about aspects of the past.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	learn to place events and people in the correct time periods. They have opportunities to select some information from sources and to communicate their historical knowledge and understanding.



Geography End of Key Stage 1 Statement

Given these opportunities in Geography at Key Stage 1:

all pupils with learning difficulties (including those with the most profound disabilities).....

explore their immediate personal space. They have opportunities for contact with a range of people and experience and explore places and environments in their own surroundings and close to the school. They have the opportunity to develop their awareness of familiar places and people linked to them and participate in geographical enquiry through observation, both inside and outside the classroom.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and, where appropriate, their purposes.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

develop skills in interpreting geographical resources, *such as symbols, pictorial maps and photographs* and use geographical vocabulary when communicating about people, places and environments.



Geography End of Key Stage 2 Statement

Given these opportunities in Geography at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

experience, explore and investigate a variety of people, places and environments near the school and in another contrasting area. They take part in geographical enquiry inside and outside the classroom and access some geographical sources.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

investigate how people affect the environment and how they may be affected by it. They use some geographical skills and resources, for *example, maps, videos, pictures, photographs and ICT*, and answer questions on geography in a variety of ways They notice similarities and differences between places.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

make links between different places and comment on contrasts, similarities or differences. They ask geographical questions.



Geography End of Key Stage 3 Statement

Given these opportunities in Geography at key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	explore and investigate, at a local scale, a wide range of people, places and environments in different parts of the world and experience contrasting environments. They participate in geographical enquiry inside and outside the classroom and access some geographical sources.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	recognise some patterns and processes of physical/natural and human/made features. They use a range of geographical vocabulary, skills and resources to explain the geography, such as maps, atlases and ICT to support and develop their learning. They identify similarities and differences between contrasting places.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	study at a range of scales (regional, national or global). They will be aware of some geographical issues that affect them and others. They identify geographical questions, collect, analyse and present evidence to help them draw conclusions and develop their own opinions.



Art and Design End of Key Stage 1 Statement

Given these opportunities in Art and Design at Key Stage 1:	
all pupils with learning difficulties (including those with the most profound disabilities).....	experience a range of materials through their senses and explore, with support, by seeing and touching. They respond to art, craft and design in their immediate environments.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject	explore colour, texture, shape, form and space in two and three dimensions, and begin to try out and use different materials and suitable tools to make images and artefacts. They respond in different ways to art, craft and design through sight, hearing, smell, touch, and begin to express preferences.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	use a range of materials and suitable tools to show their ideas and feelings, and make images and artefacts, They respond to their own work and the work of artists, craftspeople and designers, and express what they think and feel.



Art and Design End of Key Stage 2 Statement

Given these opportunities in Art and Design at Key Stage 2:	
all pupils with learning difficulties (including those with the most profound disabilities).....	explore colour, texture, shape, form and space in two and three dimensions., and with support, start to try out and use a range of materials and suitable tools to make images and artefacts. They have the opportunity to respond to what they see, hear, smell, touch and feel and begin to show likes and dislikes for different kinds of art, craft and design.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject	experiment with different materials and processes and develop their own practical and creative skills and improve their control of materials and tools. They are encouraged to respond to their own work and to the work of artists, craftspeople and designers, and to communicate their responses
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	respond to the visual and tactile qualities of materials and select appropriate materials, tools and techniques to develop their ideas. They review the work of artists, craftspeople and designers and may, as a result, make simple changes to their own work.



Art and Design End of Key Stage 3 Statement

Given these opportunities in Art and Design at Key Stage 3

all pupils with learning difficulties (including those with the most profound disabilities).....

with support, experiment with and combine colour, texture, shape, form and space in two and three dimensions and try out and choose from different materials and suitable tools to make images and artefacts for different purposes. They are encouraged to respond in different ways to their own work and to show likes and dislikes about the work of artists, craftspeople and designers. They start to realise that art and design can be a satisfying leisure activity and that art activities take place in the wider community.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....

use a variety of materials and processes to record observations, ideas and feelings and to make images and artefacts. They review and express views on their own work and the work of artists, craftspeople and designers and make simple changes to their own work. They begin to realise that art and design can provide employment.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

may extend and refine their skills by using different materials and processes for different purposes. They will work on their own when communicating what they see, feel and think when making images and artefacts. They may compare their own work and the work of artists, craftspeople and designers, and adapt and develop their own work as a result.



Design and Technology End of Key Stage 1 Statement

Given these opportunities in Design and Technology at Key Stage1:

all pupils with learning difficulties (including those with the most profound disabilities).....

respond to a range of sensory experiences and observe, explore and experience a range of common materials and tools. They observe and explore familiar products and how things work.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

explore the qualities of materials by playing and experimenting. They begin to communicate likes and dislikes.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

communicate what they like and dislike. They make choices, choosing a product or elements of a design. They may draw or model their ideas. They may plan by indicating what to do next.



Design and Technology End of Key Stage 2 Statement

Given these opportunities in Design and Technology at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

make choices in response to sensory experiences. They observe, explore and experience a range of common materials and tools. They observe and explore familiar products and find out how things work.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

communicate what they like and dislike. They make choices, choosing a product or elements of a design. They try out ideas by shaping materials and putting components together.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

make products on the basis of preferences expressed by others. They think about what products are used for and the needs of people who use them, and identify what works well. They select tools and materials from a range suggested by the teacher.



Design and Technology End of Key Stage 3 Statement

Given these opportunities in Design and Technology at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	make choices about a product or aspects of its design. They observe, explore and experience a range of materials and tools.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	suggest next steps when planning. They select and use a variety of tools, equipment and processes. They communicate design proposals in a variety of ways.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	develop their ideas by taking into account how their products will be used and who will use them. They judge the quality of other people's products.



Design and Technology End of Key Stage 4 Statement

Given these opportunities in Design and Technology at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	contribute to design and make projects that are linked to their own interests. They observe, explore and use a range of materials and tools. They combine and process materials.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject	communicate their ideas in different ways. They design and make products suitable for the user.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	take part in projects that are linked to their own interests, industrial practice and the community.



RE End of Key Stage 1 Statement

Given these opportunities in RE at Key Stage 1:

all pupils with learning difficulties (including those with the most profound disabilities).....

have opportunities to build on their own experiences and knowledge of activities from the foundation stage. They experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it. They are enabled to express their feelings.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

begin to explore what it means to belong to a variety of groups and communities.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

begin to identify similarities and differences in others, *for example, what they believe and what they do*, and answer questions about such differences.



RE End of Key Stage 2 Statement

Given these opportunities in RE at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

are encouraged to learn more about some of the characteristics of, and people associated with, religions. They have opportunities to develop further ways of expressing themselves.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

realise that they are not the same as others; they do not always think, experience or believe the same things as others. They develop a fundamental sense of right and wrong.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

ask questions about, compare and contrast aspects of religion and are able to personally reflect during times of stillness and quietness.



RE End of Key Stage 3 Statement

Given these opportunities in RE at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	have opportunities to learn more about the main characteristics of religions, particularly those practised in their own communities. They may explore similar areas and themes from different religions and may become more aware of what people from religious groups think, say and do. With help they may develop their skills of reflection and consideration.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	relate their growing knowledge and understanding to their own experiences and to those of others. They become more aware of people who are part of a religious group, and can understand what they think, say and do.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	start to form their own views, ideas and beliefs, based on their knowledge and experiences.



RE End of Key Stage 4 Statement

Given these opportunities in RE at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	consolidate their experience and knowledge of the special features of religions and experience religious ideas expressed in a variety of ways.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	extend their knowledge of the lives and religious beliefs of people and appreciate the diversity of views and experiences.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	offer their own responses to questions and recognise that some questions cannot be answered or may take time to answer. They understand that people's religious beliefs can sometimes affect their views on non-religious issues.



ICT / Computing End of Key 1 Stage Statement

Given these opportunities in ICT / Computing at Key Stage 1:	
all pupils with learning difficulties (including those with the most profound disabilities).....	have opportunities to observe, explore and experience a range of ICT tools, and explore and respond to a variety of stimuli.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject	explore information from a range of sources, make choices, and communicate them to others by a variety of means.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	learn that information can be presented in different forms, and that it can be used to help them make choices and to communicate likes and dislikes. They learn that machines and devices can be controlled and used creatively to develop and express ideas.



ICT / Computing End of Key Stage 2 Statement

Given these opportunities in ICT / Computing at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities).....

experience and explore a range of ICT tools. They use information from the environment to make simple choices. They communicate these choices by appropriate means. They learn that they can have an effect on the environment and on other people.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

know that information can be gathered from different sources and that it can be used to help them make simple decisions and choices. They understand that machines can be controlled by instructions and that they can produce work using symbols, sounds, pictures and text.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

use ICT to develop their ideas and to present them in different forms. They communicate what they like and dislike about their work.



ICT / Computing End of Key Stage 3 Statement

Given these opportunities in ICT / Computing at Key Stage 3	
all pupils with learning difficulties (including those with the most profound disabilities).....	experience and explore different sources of stimuli. They use the information to make simple decisions and choices and communicate them to others by appropriate means.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	use ICT to develop their ideas and to present them in different forms. They communicate their likes and dislikes about their work. They have the opportunity to operate a range of devices.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	carry out an increased range of tasks using a wider variety of information sources and use ICT to produce high-quality work.



ICT / Computing End of Key Stage 4 Statement

Given these opportunities in ICT / Computing at Key Stage 4	
all pupils with learning difficulties (including those with the most profound disabilities).....	explore different sources of stimuli and information. They are helped to use information to make choices and simple decisions and to control the environment using simple devices.
most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject.....	carry out an increased range of tasks using a wider variety of sources of information. They use ICT to produce and present work of a high standard. They understand the use of ICT in their everyday lives and they work with increased independence.
a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject	use ICT to enhance their work in vocational areas.

