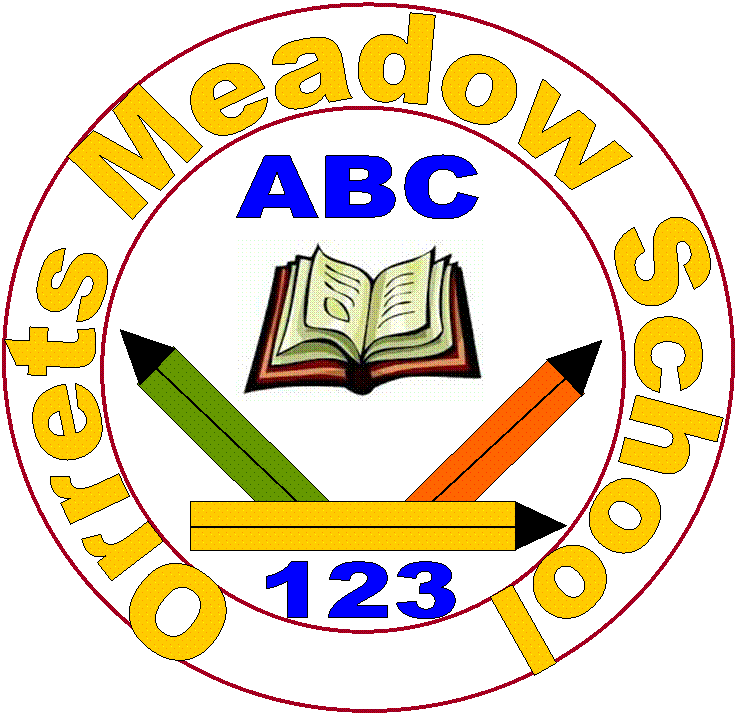
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**Orrets Meadow’s**

**Steps**

**January 2025**

**Art**

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| **Steps** | **Creating with Materials** | **Being Imaginative and Expressive** |
| **Step 4** | * Create shapes by using lines to create enclosed space * Enjoy playing with colour in a variety of way, including mixing colours | * Use everyday materials to explore, understand and represent their world, ideas and interests. |
| **Step 5** | * Explore colour with a variety of media eg. Pastels, paint, coloured pencils and see how colours can be changed. * Begin to use drawing to represent objects and actions based on imagination, observation and experience. * Use tools for a purpose. | * Play alongside other children who are engaged in the same activity. * Notice what other children and adults are doing with different materials, copy them and then do it spontaneously. |
| **Step 6** | * Develop their ideas through experimenting with a wider range of materials eg. Water colours, powder paint. * Experiment to create different textures | * Create representations of imaginary and real life ideas, events, people and objects. * Use developing knowledge of tools and materials to explore their own ideas thoughts and feelings. |
| **Step 7** | * Choose particular colours and materials to use for a purpose. * Manipulate materials to achieve a planned effect. * Safely use and explore a variety of materials, tools and techniques to experiment with colour, design, texture, form and function. | * Share their creations and explain how they have created it. * Begin to adapt their work. |

**Computing**

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| **Steps** | **Basic Skills** | **Communication Multimedia** | **Communication**  **Data** | **Computer Science** | **Online Safety and Digital Literacy** |
| **Step 4** | * Recognise content in a range of formats e.g. text, image, video, audio. * Sort familiar objects into 2 or more categories. * Answer basic questions about information displayed in images e.g. more or less. | * Access a range of multimedia content * Demonstrate a preference for a piece of content from a selection. * Use technology to explore digital content. * Create very simple digital content, e.g. make marks in an art package. * Access content in a range of formats, e.g. image, video, audio | * Identify objects of a single category e.g. colour. * Indicate 1 or lots of an object represented in a digital resource | * Make something happen using technology. * Expect an outcome from an action when using technology. * Repeat an action to trigger a specific outcome. | * Access digital content online, e.g. images, video, music |
| **Step 5** | * Access content using an appropriate access device. * Recognise different digital devices, e.g. computer, camera, tablet. * Recognise that different devices are used for different purposes, e.g. camera to take photo. * Choose appropriate. technology from a limited selection to fulfil a familiar task, e.g. to watch video. | * Create simple digital content e.g. digital art. * Operate a digital device with support to fulfil a task, e.g. take a photograph. * Know that you can control multimedia content, e.g. play and stop video and audio. * Choose media from a selection for a given purpose. | * Sort familiar objects into 2 given categories. * Count up to 3 objects represented in a digital resource. | * Control technology for a purpose e.g. move a remote control car to a destination. * Recognise the success or failure of an action when using technology. * Follow an instruction to control a device | * Choose content to watch or listen to on a familiar web page |
| **Step 6** | * Recognise that you can access content on a digital device. * Use a mouse, touchscreen or appropriate access device to target and select options on screen. * Recognise and use a range of digital devices. * Recognise commonly used parts of a computer, e.g. mouse, screen, keyboard. | * Choose media from a selection to convey information, e.g. image for a poster. * Operate a digital device independently to fulfil a task. * Select basic options in a familiar application, e.g. colour of pen. * Recognise content in a range of formats e.g. text, image, video, audio. | * Sort familiar objects into 2 or more categories. * Answer basic questions about information displayed in images e.g. more or less | * Follow simple instructions to control a digital device. * Recognise that we control computers. * Identify the steps of a known task. | * Know that some online content is inappropriate. * Know that some information is private |
| **Step 7** | * Recognise the basic parts of a computer, e.g. mouse, screen, keyboard. * Recognise basic parts of a keyboard, e.g. spacebar, numbers and letters (if used). * Know that you can access the same content on different devices. * Recognise that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet. | * Select basic options in a familiar application to change appearance of media, e.g. font size, pen style. * Choose a digital device from a selection to complete a specific task. * Present information using appropriate software with support. | * Identify text, image, video and audio content. * Collect simple data (e.g. likes/dislikes) on a topic. * Present simple data using images, e.g. number of animals. | * Try alternative approaches to achieve a goal when using technology. * Input a short sequence of instructions to control a device e.g. Bee-Bot. * Recognise that we control computers by giving them instructions. * Order two or three steps of a known task. | * Recognise inappropriate content and know to tell an appropriate adult. * Can describe what makes a good friend. * Know that some information is private and we shouldn’t share it with everyone. |

**Design and Technology**

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| **Steps** | **Creating with Materials** | **Being Imaginative and Expressive** |
| **Step 4** | * Uses 3D and 2D structures to explore materials and/or to express ideas | * Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. |
| **Step 5** | * Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. * Uses tools for a purpose. | * Notices what other children and adults do,   mirroring what is observed, adding  variations and then doing it spontaneously.   * Engages in imaginative play based on own ideas or first-hand or peer experiences. * Uses available resources to create props or creates imaginary ones to support play. * Plays alongside other children who are engaged in the same theme. |
| **Step 6** | * Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. * Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. | * Creates representations of both imaginary and real-life ideas, events, people and objects. * Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. * Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. |
| **Step 7** | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Make use of props and materials when role playing characters in narratives and stories. | * Share their creations, explaining the process they have used. |

**Geography**

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| **Steps** | **Geographical Skills** | **Mapwork** |
| **Step 3** | * Explores items in environment. * Moves around different spaces, both indoors and outdoors. | * Explore and experience their immediate surroundings using their senses, developing a basic awareness of space. |
| **Step 4** | * Explores items in environment using item names. * Moves around spaces, both indoors and outdoors in different ways. | * Follow directions related to movement (e.g., “stand behind the chair”). * Point out things they recognise, such as the playground. |
| **Step 5** | * Begins to explore man-made and natural objects. * Makes towers with simple materials. * Names basic plants and animals. | * Explores immediate environment commenting on some of its features. * Follow some basic instructions such as “go forward”. * Begins to use some prepositional language. |
| **Step 6** | * Sort man-made and natural objects. * Makes tower and structures using different materials. * Draws some natural and man-made objects they see on walks. * Observes and names animals or plants they see. | * Begins to talk about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Explores globes and simple maps of the world with interest. * Follow basic instructions such as “go forward 3 steps” * Uses words like "above" and "below" to describe places in relation to one another. |
| **Step 7** | * Sort man-made and natural objects describing their properties. * Uses blocks and natural materials to create natural and man-made structures. * Keep simple observation journals where they draw and note things they see on walks, differentiating between natural and human-made objects. * Uses picture books set in different places (farm, city, forest) to expand their geographical vocabulary. * Uses storytelling, music, food, and traditions from different cultures to learn about life in other parts of the world. * Observes and names animals or plants they see, using books to support their identification. * Begins to understand the concept of rivers, seas, and lakes. | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Create simple maps of familiar spaces like the classroom, home, or local park. * Visit local landmarks (e.g., the post office, library, or fire station) to help children understand the function and importance of these places in their community. * Explores globes and simple maps of the world recognising that this is where they live * Uses words like "near", "far", "above", "below", "next to", and "between" to describe places in relation to one another. |

**History**

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| **Steps** | **Historical Skills** | **Chronology/ understanding of the past** |
| **Step 4** | * Be able to identify and discuss their extended families. * Can identify their families in photos, can draw pictures and point to them, labelling them. * Enjoy listening to simple stories about history/ historical figures | * Share stories of visits and experiences with grandparents/ cousins etc. * Routines * Weekend news * Talk about how they have changed since they were babies |
| **Step 5** | * Show an awareness of the wider community, linked to people who help them. * Knows some of the things that make them unique and talk about some similarities and differences in relation to friends or family | * Remember and talk about significant events in their own experience of the wider world, eg; school trips * Order simple stories/ events through pictures * Understand the generations in their families and where they fit in |
| **Step 6** | * Comment on pictures and photographs of themselves and family members in the past * Talk about the past and present events in their lives * Look at and comment on wider community members in the past, eg; photos of nurses/ police from long ago. | * My life so far- begin to use timelines. Where parents and grandparents fit in. * Compare photos/ objects and be able to identify if they are old/new in terms of technology * Order stories/ events through pictures and retell in simple terms |
| **Step 7** | * Look at photos and objects from the past and understand they are from the past, sometimes before they were born. * Comment on what items could have been used for. * Understand that changes have happened in their communities and comment on these. * Be able to talk about similarities and differences in people/ items from the past, comparing them to the present | * Represent their lives on a timeline * Create timelines of objects/ events from the past * Order stories confidently and use vocabulary of time, eg; first, next, after that. * Compare characters in stories from the past |

**Music**

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| **Steps** | **Singing** | **Listening** | **Creating Music** | **Playing Rhythms** | **Performing** | **Vocabulary** |
| **Step 4** | Explores their voice and enjoys making sounds. | Enjoys songs and rhymes, tunes in and pays attention. | Plays sound makers and instruments in different ways. | N/A | Enjoys and takes part in action songs and nursery rhymes. | Loud, quiet, listen, fast, slow, sing, blow, shake, play. |
| **Step 5** | Begins to realise the difference between singing and speaking voice.  Copies simple songs. | Will respond to sounds, instruments and pieces of music by mark making. | Can copy sounds and is aware of sounds being copied. | N/A | Follows simple instructions for when to stop and when to start playing. | Loud, quiet, listen, fast, slow, sing, blow, shake, play. |
| **Step 6** | Says some of the words in a song.  Can perform a short song. | Responds emotionally and physically to changes in music sharing thoughts and feelings. | Can perform and improvise short pieces of music with others. | Can copy short repetitive rhythms. | Understand and follow,’ your turn’ and ‘my turn’ instructions. | Loud, quiet, listen, fast, slow, sing, blow, shake, play, instrument. |
| **Step 7** | Can sing all of the words in a short song and say rhymes independently.  Can perform a short song singing using the melodic shape of the song.  Can pitch match when singing. | Can anticipate actions and phrases in familiar songs and rhymes. | Can perform and improvise short pieces of music with others or as a solo.  Is aware of high and low sounds through their actions. | Can create rhythmical and repetitive sounds. | Perform short prices of music listening for when to start and stop in response to music played.  Operates simple music technology | Loud, quiet, listen, fast, slow, sing, blow, shake, play, instrument, hit, pluck, scrape, |

**Religious Education**

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| **Steps** |  |
| **Step 4** | * Is interested in photographs of themselves and other familiar people and objects. |
| **Step 5** | * Has a sense of own immediate family, relations and pets. * Beginning to have their own friends. * Learns that they have similarities and differences that connect them to and distinguish them from others. |
| **Step 6** | * Shows interest in the loves of people who are familiar to them. * Enjoys joining in with family customs and routines. * Knows some of the things that make them unique, and can talk about the similarities and differences in relation to friends or family. |
| **Step 7** | * Knows that other children do not always enjoy the same things and is sensitive to this. * Knows about similarities and differences between themselves and others, among families, communities, cultures and traditions. * Recognise that people have different beliefs and celebrate special times in different ways. |

**Science**

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| **STEP 4** | **Living Things**  Respond consistently to familiar people.  Show an emerging interest in living things.  Recognise familiar people, events and objects. | **Energy and Forces**  Responds to light.  Turns to or away from sound.  Respond to a change in temperature (e.g. withdrawing hands from ice)  Anticipates a repeated action (e.g. push and pull toy)  Make sounds with their voice. |
| **Environmental Awareness and Care**  To listen to songs about the seasons.  With support handle mini beasts carefully.  Explore and respond to different natural phenomena in their setting and on trips. | **Materials**  Pupils begin to show consistent preferences and affective responses. (e.g. dislike of a flavours or enjoying a song)  Explore materials with different sounds and smells.  Explore different tastes.  Use fingers, hands, feet and whole body to explore materials. |
| **Thinking Scientifically**  Engage in co-active investigations.  Pupils encounter activities and experiences.  They may be passive or resistant.  Participation is fully prompted.  Perform actions by trial and error. | **Planning**  Repeat actions that have an effect. |
| **STEP 5** | **Living Things**  Greet familiar people.  Imitate actions such as clapping and stamping in songs.  Sing songs about different body parts.  Reach out to touch an animal with caution and sensitivity.  Notice difference between different people. (Diversity, differently abled people, race, gender, culture and ethnicity)  Make connections between their family and other people’s families. | **Energy and Forces**  Show awareness of the changes in light, sound and movement.  Anticipate forces in action.   * Ball bouncing back up * Bouncing on a trampoline * Ball rolling off a table * Tipping a container of water to pour * Object sliding down a ramp   Initiate interactions and activities switching on a favourite piece of equipment or a toy.  Copy push and pull actions.  Make sounds with their own bodies such as tapping, singing or vocalising. Imitate and copy sounds. |
| **Environmental Awareness and Care**  Explore and respond to different natural phenomena in their setting and on trips.  Explore different textures in the environment such as different parts of a plant.  Explore natural materials outside in the local environment. | **Materials**  Explore a collection of materials in increasing intentional ways.  Observe the results of their physical actions on materials. (Pressing hard, squeezing rolling, mixing flour and water etc.) with interest. |
| **Thinking Scientifically**  Engage in Attention Autism activities to develop language for anticipation and enquiry.  Respond to simple questions e.g. show me a flower or is this wet or dry?  Match objects and sort by a single criterion.  Make choices between objects & materials when playing. | **Planning**  Observe the results of their actions. (Pressing hard, gently etc.)  Indicate before and after when a material has changed.  Begin mark making to represent their experiment.  Respond to option and make choices during their exploration.  Respond to ‘I wonder if?’ questions. |
| **Step 6** | **Living Things**  Begin to make sense of their own life story.  Identify photographs of themselves people they know.  Recall memories about the people they know.  Continue developing positive attitudes about the differences between people across the world.  Identify features that belong to living things. (e.g. feathers from birds or leaves from trees)  Plant seeds and care for growing plants.  Know the key features of the life cycle of a plant and animal. | **Energy and Forces**  Show interest in how things work.  Identify appliances that use electricity.  Identify appliances that make heat.  Identify simple sources of sound.  Identify simple sources of light.  Explore forces they can feel. |
| **Environmental Awareness and Care**  Begin to understand the need to respect and care for the environment.  Know that there are different countries on our planet.  Explore and respond to different natural phenomena in their setting and on trips.  Explore the changing seasons in the natural world around them.  Include weather into their play.  Begin to show care for mini beasts and the environment.  Explore materials in nature. | **Materials**  Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.   * contrasting pieces of bark * different types of leaves and seeds * different types of rocks * different shells and pebbles from the beach   Talk about the changes they can make to simple materials. |
| **Thinking Scientifically**  Develop a bank of stage appropriate vocabulary to describe what they see, hear and feel.  Ask ‘I wonder if?’ questions  Show interest in different occupations that use science.  Respond to prompts to pick an interesting… | **Planning**  Begin to make comments about scientific investigations they have had hands-on experience of.  Draw simple pictures to represent their experiment.  Recognise before and after in their investigations.  Recognising things that happened before they were born. |
| **Step 7** | **Living Things**  Name and describe people in their immediate family and who are familiar to them.  Recognise differences between different people (gender, ethnicity, culture, differently abled)  Observe changes in the natural world around them and living things.  Name everyday flowers and plants.  Name common animals. | **Energy and Forces**  Interact with natural processes such as:   * Ice melting * Sounds making a vibration * Light travelling through a variety of materials * Objects casting a shadow * Boats floating on water * Magnets attracting objects   Observe changes in light, sound and movement that result from their own actions. (Using the volume control, dimming the lights etc) |
| **Environmental Awareness and Care**  Recognise some environments are different from the one in which they live.  Understand the effects of changing seasons on the natural world around them.  Include weather into their play.  Show care for mini beasts and the environment.  Discuss how we care for the natural world. | **Materials**  Identify a range of everyday materials.  Describe what they can see, hear and feel whilst outside.  Find similarities and differences between a variety of natural and man-made materials |
| **Thinking Scientifically**  Develop a rich bank of stage appropriate vocabulary to describe what they see, hear and feel.  Begin to sort collections of items into two groups using simple criteria.  Sing songs about the environment, plants and animals.  Use hand held magnifying glasses or iPad apps to make close observations. | **Planning**  Make comments about scientific investigations they have had hands-on experience of.  Sequence events using basic chronology, recognising things that happened before they were born.  Draw and label simple pictures to represent their observations about the outside world, changing seasons, plants and animals.  Predict what will happen in simple natural processes listed above. |