



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Pre-Key Stage 1 Standards



lionpathways.net

Contents

04 Using Pre-Key Stage 1 Standards	05 Engagement Model and Stages of Development	10  Reading	14  Writing	18  Maths
28  Science	30  Computing	32  History	34  Geography	36  Art & Design

Introduction

At Lion the key to our curriculum is that it enables all children to make progress, irrespective of where they start. That's why we have carefully designed a set of standards to support children who are not yet ready to engage with subject specific study, or those who may need a bit of extra support in preparing for the subject specific content of Key Stage 1. The idea is to help children to make the small steps towards KS1 in a considered and systematic way.

To make this happen, we have detailed the key learning across a range of subjects so that all pupils experience a broad and balanced curriculum – and, ultimately, achieve the very best outcomes. Our approach is underpinned by a few key principles...

1. Reading is prioritised to ensure that all children can access the broad and balanced curriculum on offer.
2. The curriculum is ambitious and gives children the knowledge and cultural capital to succeed in life.
3. We support pupils to make the best start to their education.
4. Communication is based on meaningful interactions which allow learners and teachers to reflect on the learning, celebrate success and challenge barriers to progress.
5. Teachers have the support, provision and resources they need to free them up to focus on individual children and to ensure SEND pupils make as good progress as everyone else.
6. Colleagues have the scope to develop their creativity and to think outside the box in coming up with solutions if required.
7. There's a clear framework which empowers teachers to take responsibility for the outcomes for pupils with SEND.

“ Making every child a priority is at the heart of what we do at Lion. And that's the reason we focus on equipping teachers with frameworks and materials which we know work well – so they don't have to reinvent the wheel and have the time and space to give every child the attention they need. For us, that focused, personal attention is especially important when it comes to children with special needs. ”

Hayden Tyers Deputy Chief Executive, Lion Academy Trust

Using the Pre-Key Stage Standards

These standards must be used for statutory assessment at the end of key stage 1 for pupils working below the standard of National Curriculum assessments and are engaged in subject-specific study. The Engagement Model must be used as part of the statutory assessment of pupils not engaged in subject-specific study at the end of key stage 1. For statutory assessments at the end of year 6, please refer to the national assessment framework.

Qualifiers and examples

Some of the statements within the standards contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Age Related Expectation Key - EYFS and Pre-National Curriculum

	Early Years Foundation Stage Curriculum and Pre National Curriculum								
EYFS Expectations	22-36 Low	22-36 Mid	22-36 High	30-50 Low	30-50 High	40-60 Low	40-60 Mid	40 - 60 High ELG Met	Exceeding
EYFS Profile	Emerging							Expected	Exceeding
Engagement Model for assessment	This is likely to be the developmental age of the children who would be considered for assessment using the Engagement Model. This is based around the child development model.								
Pre Key Stage Standards					S1	S2	S3	S4	National Curriculum

Engagement Model

The Engagement Model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the National Curriculum and who are not engaged in subject-specific study. Pupils assessed using the Engagement Model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant sensory impairment.
- Significant communication impairment.
- Significant motor impairment.
- Complex medical needs.
- Dependencies on technology (including augmentative and alternative communication such as Makaton).

The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.

Exploration

This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.

Realisation

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

Anticipation

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Persistence

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Initiation

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Stages of Development

	Stages of Development to be assessed using the Engagement Model			
	Communication and Language Skills	Movement and Physical Development	Social and Emotional Development	Cognitive Skills
Stage 1 - Newborn	<ul style="list-style-type: none"> • Turns his or her head toward a parent’s voice or other sounds. • Cries to communicate a need (to be held or fed, to have a nappy changed or needing to sleep). • Stops crying when a need is met (when picked up, fed, changed, or put down for a nap). 	<ul style="list-style-type: none"> • Moves in response to sights and sounds. • Rooting reflex: turns towards a bottle when being fed. • Moro reflex (startle response): when startled, stretches arms and legs out, then curls them back in. • Fencer’s pose (tonic neck reflex): when head is turned to one side, straightens the arm on that side while bending the opposite arm. • Grasp reflex: holds a finger placed in the palm; toes curl when touched on the sole of the foot. 	<ul style="list-style-type: none"> • Soothed by a parent’s voice and touch. • Has periods of alertness. 	<ul style="list-style-type: none"> • Looks at faces when quiet and alert. • Follows faces.
Stage 2 - 2 Months	<ul style="list-style-type: none"> • Startles at loud noises. • Makes sounds other than crying. 	<ul style="list-style-type: none"> • Keeps hands in tight fists. • Arms and legs move equally on both sides. • When lying on the tummy, holds head up briefly. 	<ul style="list-style-type: none"> • Recognizes parent’s voice. • When upset, responds to a parent’s cuddles, voice, and affections. • Becomes alert when hearing a pleasant sound, like music. 	<ul style="list-style-type: none"> • Will stare at an object placed in front of the face, especially something brightly coloured. • Follows faces.

	Stages of Development to be assessed using the Engagement Model			
	Communication and Language Skills	Movement and Physical Development	Social and Emotional Development	Cognitive Skills
Stage 3 - 4 Months	<ul style="list-style-type: none"> Babbles with expression as a way to get your attention. Smiles, laughs, squeals, and blows bubbles. Begins to coo in response to your coos. Stares at your mouth as you speak. Has different cries for hunger, tiredness, or pain. 	<ul style="list-style-type: none"> Rolls from front to back. Begins to reach and grasp for objects. Brings toys to the mouth, often with a two-handed grasp. Has good head control when sitting. Holds up the head and chest, supported by the arms, while on tummy. 	<ul style="list-style-type: none"> Smiles when something pleasing happens, and responds to affection. Initiates social interaction with coos or babbles. Self-soothes, such as sucking on a fist when hungry. Gets excited when a caregiver approaches. 	<ul style="list-style-type: none"> Is easily distracted by surroundings (for example, a baby that used to be focused on nursing or sucking from a bottle is now interrupted by the slightest noise). Starts to predict routines (for example, stops crying when placed in a <u>nursing position</u> or flexes hips in anticipation of a nappy change). Repeats behaviours that produce a desired effect, such as batting a toy to move it. Grasps and examines own hands. Explores toys by grasping, mouthing, and looking at them.
Stage 4 - 6 Months	<ul style="list-style-type: none"> Blows raspberries and begins to pronounce consonants like “ba,” “da,” and “ga”. Starts to babble (“babababa”). Begins to recognize his or her own name. Understands a few words, such as “bath”. Uses his or her voice to get attention and express feelings. 	<ul style="list-style-type: none"> Begins to push up to a crawling position, and possibly rock back and forth on the knees. Sits with support. Stands with help and, from a standing position, bounces up and down with support. Passes an object from one hand to the other. Newborn reflexes (like the grasp reflex) go away. Reaches for and grabs objects using a raking grasp (using the fingers to rake at and pick up objects). Rolls over both ways (back to front, front to back). 	<ul style="list-style-type: none"> Recognizes and responds happily to familiar faces. Startles at loud noises and might cry in fear. Is socially active, smiles to attract your attention, and responds to you when you interact. Expresses happiness, pleasure, sadness, and displeasure (anger). 	<ul style="list-style-type: none"> “Mouths” toys and other items to get a better understanding of the environment. Reaches for anything (and everything!) In view. Moves in the direction they want to go (for example, when your baby sees you walk into the room, his or her arms go up and your baby leans towards you). Looks at the floor after dropping a toy, showing they understand where it fell.

	Stages of Development to be assessed using the Engagement Model			
	Communication and Language Skills	Movement and Physical Development	Social and Emotional Development	Cognitive Skills
Stage 5 - 9 Months	<ul style="list-style-type: none"> Communicates “no” by closing the mouth or turning away when finished eating. Understands the word “no”. Says “mama” and “dada” (but not just to parents). Can wave goodbye and say “bye-bye”. Starts pointing to objects. 	<ul style="list-style-type: none"> Sits without support, pulls to stand, and walks along furniture (“cruising”). Starts to grasp small pieces of food (such as pieces of “o”-shaped cereal). Can hold one item in each hand at the same time. 	<ul style="list-style-type: none"> Might be fearful of strangers. Misses caregivers when they leave. Seeks reassurance from caregivers (a baby starting to crawl, for example, will often “check back” with mum or dad while developing this new skill). Attaches to “transitional objects” for security, such as stuffed animals or a favourite blanket. 	<ul style="list-style-type: none"> Understands “object permanence,” the idea that an object or person exists somewhere even though the baby can’t see the object or person at that moment (for example, a baby with this understanding will look for a toy that a caregiver hides behind a blanket) . Enjoys interactive games such as “peekaboo” and “so big”. Looks at the pages of a book while you read. Bangs objects on floor or table to create sound .
Stage 6 - 12 Months	<ul style="list-style-type: none"> Says “mama” and “dada” (specific to parents), plus one or two other words. Waves goodbye. Points to objects. Babbles with inflections that mimic normal speech. 	<ul style="list-style-type: none"> Bangs together cubes or blocks held in both hands. Stands alone. Walks with one hand held and possibly even walks alone. Places objects in and out of containers. Precisely picks up objects with thumb and forefinger. During mealtime, uses hands to bring small pieces of food to the mouth. 	<ul style="list-style-type: none"> Enjoys peekaboo, pat-a-cake, and other social games. Likes being read to and looking at picture books. Cries when you leave the room. Feels proud when gaining a new skill like standing, walking, etc. 	<ul style="list-style-type: none"> Follows one-step commands (such as, “please give me the ball.”). Watches and imitates older kids and adults. Repeats behaviours that produce a desired effect, such as dropping a toy over a ledge so that you can pick it up. Will look at a book and turn the pages.

	Stages of Development to be assessed using the Engagement Model			
	Communication and Language Skills	Movement and Physical Development	Social and Emotional Development	Cognitive Skills
Stage 7 - 15 Months	<ul style="list-style-type: none"> Indicates what he or she wants by pulling, pointing, or grunting. Brings objects to you, such as a book to read. Says 3-5 words (in addition to "mama" and "dada") and uses them correctly. Can point to a body part when asked ("where's your nose?"). 	<ul style="list-style-type: none"> Takes steps without support. Squats to pick something up. Begins to accept liquids from an open cup or one with a spout. Stacks three blocks. Scribbles with crayon on paper. 	<ul style="list-style-type: none"> Begins to show preference for certain activities (and will resist napping if engaged in a desired activity). Uses transitional objects (such as a blanket or stuffed animal) to self-comfort. Has strong dislikes, such as fear of loud noises or bath time. Shows affection to caregivers with hugs and kisses. 	<ul style="list-style-type: none"> Understands and follows simple commands. Imitates activities, such as sweeping a floor. Begins to engage in problem-solving activities, like simple puzzles.
Stage 8 - 18 Months	<ul style="list-style-type: none"> Says 10 to 20 words. Understands one-step commands ("pick up the toy."). Can point to some body parts ("where is your nose?"). 	<ul style="list-style-type: none"> Runs. Walks up stairs with hand held. Throws a ball. Takes off some clothes. Scribbles with a crayon. 	<ul style="list-style-type: none"> Begins to engage in pretend play. Laughs in response to others. Shows affection. Plays alongside other children. Assert themselves verbally or through angry tantrums. 	<ul style="list-style-type: none"> Knows the name of favourite toys. Names and points at familiar objects or characters in a picture book. Imitates everyday actions, such as cooking or talking on the phone. Can match pairs of objects.
Stage 9 - 24 Months	<ul style="list-style-type: none"> Says more than 50 words. Uses at least two-word sentences ("I go!"). Is understood half the time by a stranger. Uses real words ("breakfast") instead of baby talk ("num-nums"). 	<ul style="list-style-type: none"> Stacks small blocks. Runs well. Kicks a ball. Walks down stairs. Draws lines and circular scribbles. Feeds himself or herself well. 	<ul style="list-style-type: none"> Plays alongside other children. Fears things like loud sounds, certain animals, etc. Might tell you when a nappy is soiled or he or she needs to use the potty. 	<ul style="list-style-type: none"> Can follow a two-step command ("pick up your toy and put it on the shelf."). Can name many body parts. Can pick out pictures in a book. Starts to engage in pretend play, such as feeding a baby doll. Matches shapes.
Transition*	<ul style="list-style-type: none"> Says short phrases of 3-4 words. Is understandable to others 50% of the time. Speaks using pronouns (I me, you). Asks many "what?" and "where?" questions. 	<ul style="list-style-type: none"> Washes and dries hands. Brushes teeth with help. Pulls pants up with assistance. Jumps in place. Throws a ball overhand. 	<ul style="list-style-type: none"> Enjoys pretend play. Starts to play with, not just alongside, other kids. Can tell you when he or she needs a nappy change or has to the toilet / potty. Refers to himself or herself by name. 	<ul style="list-style-type: none"> Begins to develop a sense of humour (e.g., thinks silly things, such as a story about a barking cat, are funny). Understands the concept of one item or thing (e.g., "give me one block.").

* These are children who will need to also be assessed against the criteria of S1 to see if they are ready to transition to the Pre-Key Stage standards and begin to access subject specific study.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Reading

Lion Learning Pathways



lionpathways.net



Reading: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for Reading.

S1

Children listen and respond to familiar rhymes and stories

- They show some understanding of how books work [for example, turning pages and holding the book the right way up].

Selects a few words or symbols with which he/she is particularly familiar

- Collects name from name board.
- Collects or identifies symbols on timetable.
- Recognises photos of familiar people.
- Recognises or selects familiar logos or finds names e.g. school logo, McDonald's, Tesco.
- Chooses a symbol to express a preference e.g. snack.

Derives some meaning from the words or symbols presented in a familiar way

- Exchanges symbols for real objects.
- Finds a name picture.
- Selects a symbol/picture or word for a purpose.
- Orders at least 2 symbols, words or pictures in relation to text.
- Gives meaning to some environmental text.

Matches objects to pictures and symbols (e.g. choosing between 2 symbols to select a drink, or seeing a photograph of a child and eye-pointing to the child)

- Matches objects to photos.
- Matches photos to objects.
- Matches picture to picture.
- Exchanges symbols for real objects.

Shows curiosity about content at a simple level

- Looks at a book and flicks through pages with interest.
- Is aware when a story has finished.
- Points to or selects a book of interest.
- Hands a book to an adult to be read.

Sustains concentration for several minutes on a reading activity

- Looks at a book for several minutes independently.
- Listens to a book containing pictures or picture/text .
- Shares a book with a friend.
- Joins in morning circle or similar group activity where symbols/print/pictures are used.



S2

Matches letters

- Plays a simple matching letter game e.g. snap, pairs.
- Uses and matches magnetic letters.
- Matches 3D letters to written letters.

Matches short words (give examples)

- Matches names of objects, people and activities e.g. timetable sessions.
- Finds 2 of the same in a game.

Recognises a small number of logos, brand names, apps

- Vocalises, smiles, signs, gestures in recognition of logos, brands and apps.
- Selects an item or app to engage in.

Recognises a small number of words or symbols linked to a familiar vocabulary

- Responds to 'show me the'

Reads a small number of words or symbols linked to a familiar vocabulary

- Selects more than 2 symbols or words for a purpose.

S3

Shows an interest in the activity of reading

- Looks at and rereads known words/phrases.
- Joins in a story with repetitive phrases.
- Chooses a favourite book & indicates they want adult to read it.
- Attempts to read text in a variety of contexts.

Predicts words, signs, symbols in narrative

- Fills in the missing word/symbol/sign in known story (when the adult stops reading).
- Attempts to predict new words in unknown story (when the adult stops reading).

Distinguishes between print or symbols and pictures in texts

- Recognises the difference between a word and a picture/symbol.
- Points to specific words in shared text.
- Recognises at least 10 words ('Which word is cat?').
- Reads at least 10 words ('What does that word say?').

Understands the conventions of reading

- Opens book at first page.
- Looks at left hand page first.
- Sequences 3-4 pictures to retell a known story.
- Sequences 3-4 pictures to tell a new story.

Recognises some letters of the alphabet

- Shows an interest in alphabet books.
- Knows 10 letter names.
- Knows 5 letter sounds.
- Orders letters of c-v-c words (Give stencils to child).
- Recognises letters of c-v-c words ('Which is c?').
- Says letters of c-v-c words ('What is this letter?').



S4

Recognises and reads a growing repertoire of familiar words or symbols, including own name

- Recognises at least 20 words ('Which word is cat?').
- Reads at least 20 words ('What does that word say?').

Recognises letters of the alphabet by shape or name

- Names at least 14 letters by shape or name.
- Finds letters by name.

Understands that words, signs, symbols and pictures convey meaning

- Gives information about subject matter of non-fiction book.
- Re-tells a story in a way that is meaningful to the child.
- Responds to situations in a story including relating to own experience.
- Reads back own writing.
- Puts the words of a sentence in the correct order.

Segments and blends in order to decode (Phase 2)

- Recognise some tricky words the, to, I, no, go.

Recognises letters of the alphabet by sound

- Finds letters from a selection of the alphabet by their sound.
- Joins in the actions of a letter sound in phonics.

Begins to associate sounds: with patterns in rhymes; with syllables; with words, signs, symbols and letters

- Continues a rhyming string and finds words that rhyme with known words.
- Counts number of syllables in a word.
- Identifies initial sound in simple words.
- Identifies letter sound with letter name and vice versa.

Is able to read and understand simple sentences

- Uses phonic knowledge to decode regular words and read them aloud accurately.
- Also reads some common irregular words.
- Demonstrates understanding when talking with others of what they have read.





LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Writing

Lion Learning Pathways



lionpathways.net



Writing: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for Writing

S1

Children show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence]

- They make marks or symbols in their preferred mode of communication.

To over-write adult models – shapes and patterns

- Overwrites simple closed shapes – overwrites vertical and horizontal lines.
- Overwrites adult text.
- Overwrites joining dashes.
- Writes within words e.g. child's name.

To copy adult models – shapes and patterns

- Copies patterns in play e.g. sand, foam etc.
- Copies vertical lines.
- Copies horizontal lines.
- Copies circular movements/lines.

To trace and copy patterns with support

- Produces doodle.
- Follows on a pattern stopped by an adult e.g. circular line or zigzag.
- Completes various fine motor early hand writing worksheets.

To produce meaningful marks associated with their own name or familiar spoken words, actions, images or events

- Labels own work, this may include some letters or mark to represent their name.
- Recreates images of familiar symbols e.g. communicate in print symbol.

To use symbols associated with their own name or familiar spoken words, actions, images or events

- Labels work with symbols.
- Selects symbols or letters to recreate or match letters from their name.
- Selects letters or symbols to retell an event.
- Selects letters or symbols to label a picture.



S2

To differentiate between letters and non-letters

- During play selects letters from an array of objects.
- Selects magnetic letters from an array.
- Recognises when a letter or non-letter does not belong.

To copy-write words with support

- Copies from a word mat (can include symbols).
- Uses text in the environment e.g. classroom labels.

To use initial sounds

To produce a few conventional letter shapes

- Writes letter strings to label pictures/work.
- Writes individual letter during free play or in work based sessions.
- Creates a recognisable letter shape during tactile sensory play.

To produce or write recognisable letters related to their own name

- Selects letters from an array.
- Labels work.
- Attempts to write name independently.

S3

To group letters together to form a word

- Uses a range of resources to produce words e.g. foam letters, magnetic letters, pebbles, gel pads etc.
- Creates a simple word from a selection of letters e.g. CVC words or name.

To leave spaces between two words

- Uses finger as a guide to indicate a space between words.
- Responds to a verbal reminder.

To correctly form some letters

- Writes letters within play or work based sessions.
- Doodles.
- Creates letters.

To be aware of the sequence of letters within a word

- Rearranges letters.
- Uses initial, middle and end sounds to create a word.
- Uses a range of literacy resources to sequence letters into words e.g. everyday print, washing line letters, alphabet puzzles, CVC magnets, snap together letter box.

To be aware of the sequence of symbols and words within a short phrase

- Sequences symbols to indicate meaning within a picture.
- Selects and orders symbols/words into a phrase.
- Uses sequencing words into a phrase.
- Writes news or short phrase on the computer using a word mat to support development.



S4

To show understanding that writing is from left to right and top to bottom of a page

- Produces words written from left to right.
- Starts writing from the left hand side of the page.

To write first name with appropriate use of upper and lower case letters

- Select initial letter of name from an array of upper and lower case letters.
- Begins first name with a capital letter when writing.

To write surname

- Begins surname with a capital letter when writing letters.

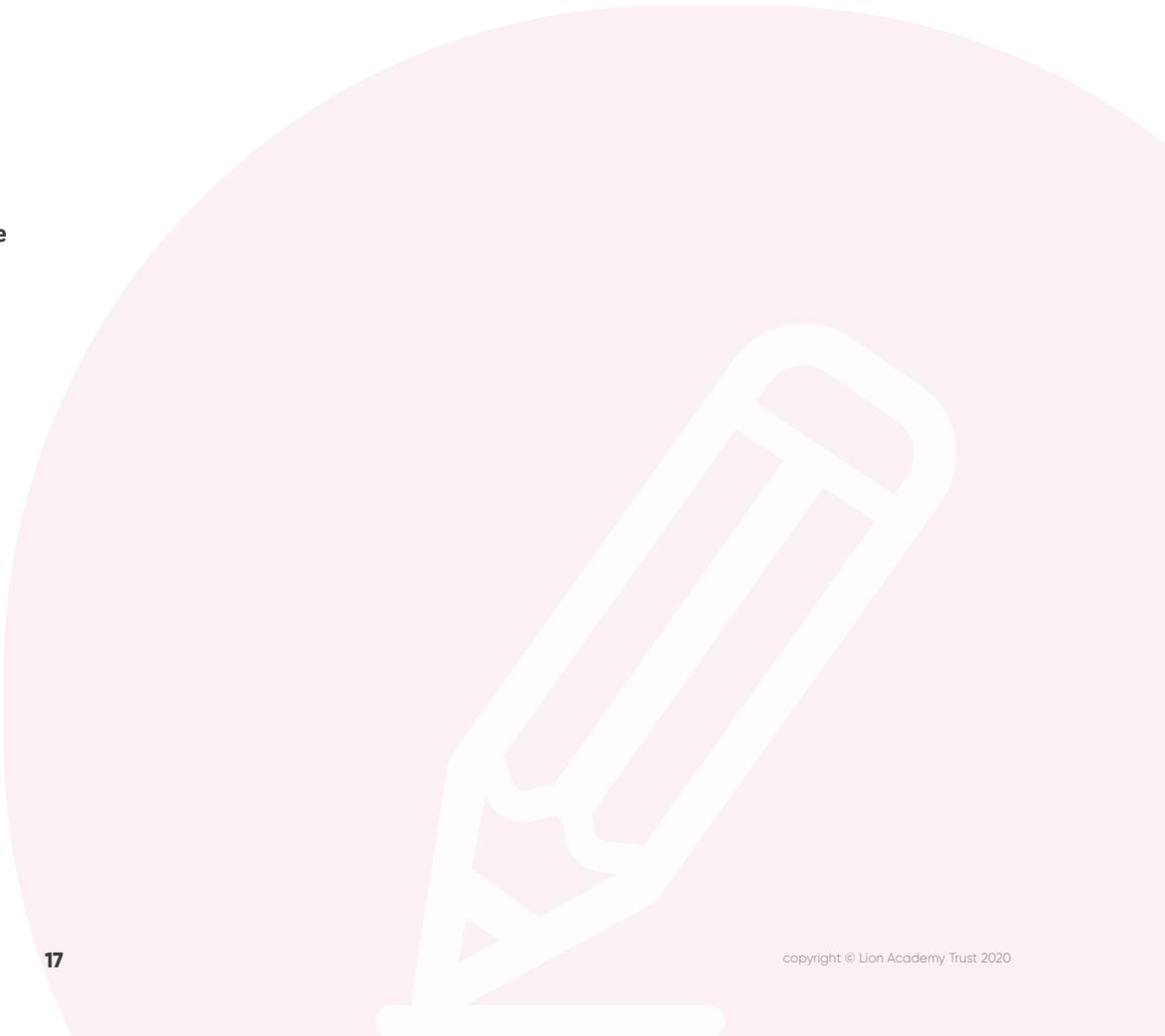
Attempts to write short sentences in meaningful contexts and for a range of purposes such as:

- Writes lists.
- Labels pictures.
- Writes during role play.
- Writes for an audience e.g. note to adult.

To use their phonic knowledge to write words in ways which match their spoken sounds

To write in simple sentences that can be read by themselves and others

- Child can write and understand what they have written.
- They can talk to an adult about what they have written.





LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Maths

Lion Learning Pathways



lionpathways.net





Maths: Objectives for children working below the National Curriculum requirements for Year 1

In the early stages of mathematical development, children are beginning to develop their language skills as well as the understanding of the world through asking what and where questions, alongside the concept of "one" or more. The progression in mathematics is considered in three ways and must be used collectively to support the children to make progress across the three main areas; Number, Shape, Space and Measure as well as Using and Applying.

We know that numbers are all around us, and used in everyday life. It is essential that we contextualise the learning and use every opportunity for children to talk about numbers, from calendars to door numbers, street signs to car registration plates. Pointing them out and talking about them with the children can show that they have a real life context.

Every opportunity must be given to count, sing rhymes, draw and form numbers, draw and form shapes as well as reading counting books together.



Mathematics – Using and Applying

S1

To be aware of causes and effects in familiar mathematical activities [for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen]

- Shows awareness of changes in shape, position or quantity [for example, grouping objects that have similar key features such as shape; creating very simple sequences of light or sound using switched equipment; recalling an object which has been placed out of sight].
- Anticipates, follows and joins in familiar activities when given a contextual clue [for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates].

Shows an awareness of number activities and counting [for example copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs].

To search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence [for example, searching for an object or sound when it is removed]

- Matches big objects and small objects [for example, finding a big football to place in a net with other big footballs].
- Demonstrates interest in position and the relationship between objects.

To sort or match objects or pictures by recognising similarities

- Responds to “show me another”, find one the same.
- Finds another object of the same colour.
- Finds another object of the same shape.
- Finds another object with a specific characteristic e.g. wheels.
- Matches pairs of objects.
- Matches picture to object.
- Matches picture to picture.

To sort objects or pictures with support by recognising similarities

- With support, sorts a specific colour toy into a same colour box (e.g. ‘put all the red things in the box’).
- With support, sorts like objects into a single group, using a single property (e.g. ‘put all the cars in the box’).

To make sets that have 2 of the same small number of objects in each, with some support

- With support, groups 4 objects into two sets containing 2 of the same items each.
- With support, groups 6 objects into three sets containing 2 of the same items each.

To make sets that have 3 of the same objects in each, with some support

- Groups 6 objects into 2 sets.
- Groups 9 objects into 3 sets.

To solve simple problems practically with some support

- Understands that a coin/token can be exchanged for an item.
- Selects appropriate containers for items of different sizes.
- Checks there are enough – hats for heads, knives for forks.



Mathematics – Number

S1

To respond to and join in with familiar number rhymes, stories, songs and games

- Alongside adult carries out at least half of the actions within familiar number activities, including use of appropriate technology, e.g. switches, songs and rhymes on plasma screen.

To join in with familiar number rhymes, stories, songs and games

- Joins in the main actions to a familiar number song, rhyme, game.

To indicate 1 or 2 in number songs or rhymes

- Indicates one or two, for example by using eye pointing, blinks, gestures or any other means to indicate one or two, as required within songs and rhythms, e.g. when 2 frogs left on log, 1 green bottle left on wall.

To indicate 1 or 2 in practical activities

- Indicates one or two, for example by using eye pointing, blinks, gestures or any other means to indicate one or two, as required within table top activities (e.g. 2 bricks). Snack time (e.g. 1 cup).

To be aware of contrasting quantities – e.g. ‘one’ or ‘lots’ with help

- When playing with toys, e.g. put 1 animal in a ‘field’ and lots of animals in another field, put 1 or lots of balls on parachute.
- Show symbols, use vocabulary.
- Puts lots of toys in a box.
- Responds to simple choice making questions, e.g. which has 1, which has lots?

Mathematics – Shape, Space & Measure

S1

To search intentionally for objects in their usual place

- Initiates search for favourite item.
- Looks towards place where favourite item is kept.

To compare the overall size of one object with that of another where there is a marked difference

- Repeats words ‘big’ and ‘small’ used to describe objects.
- With support, pupil points out the big (shoe) or the small (shoe).

To find ‘small’ object on request

- Selects the small item from a choice of 2 objects which are the same but are significantly different in size.

To find ‘big’ object on request

- Selects the big item from a choice of 2 objects which are the same but are significantly different in size.

To explore the position of objects

- Demonstrates some understanding of objects relating to each other, e.g. places objects in and out of containers, places objects inside and outside a hoop, fitting as many objects as possible into a box.



Mathematics – Using and Applying

S2

To sort objects and materials according to object type

- Independently sorts objects or materials, e.g. cars, balls.

To sort objects and materials according to colour, shape or size

- Independently sorts objects or materials by colour, shape or size.

With support, to identify when an object is different and does not belong to given categories

- “Find the one that is not a cup not red not round ... etc.” (places one very different item among a selection of related items, e.g. cars, dolls, plastic food etc.).

To copy simple patterns

- Copies a simple line pattern of 6 bricks, 2 colours.
- Makes pattern, e.g. I O I O I O – use painting, printing, drawing, cutting, sticking, coloured play dough (what pupil can physically replicate).

To copy simple sequences

- Independently copies simple 2-element rhythm of 2 actions/sounds, e.g. clap, stamp, clap, stamp. Use hands, feet, drum, shakers.

Mathematics – Number

S2

To demonstrate awareness of 1:1 correspondence in a range of contexts

- Touches each object as number is being said.
- Matches objects 1:1 e.g. a plate to each teddy.

To join in rote counting up to 5

- Joins in rote counting up to five, for example, saying or signing number.
- Counts or makes movement as adult counts aloud.

To demonstrate an understanding of the concept of ‘more’ and ‘fewer’

- Identifies more in context e.g. which tower has more bricks.
- Identifies when more items are needed e.g. cups at snack time.
- Compares quantities between two sets.
- Compares 2 sets and recognises when one has more in it.

To join in with new number rhymes, songs, stories, games

- Counts items in a game situation e.g. 1p coins when playing shop.



Mathematics – Shape, Space & Measure

S2

To search for objects not found in their usual place, demonstrating understanding of object permanence

- Looks for items which have been put in the 'wrong' place in class.

To compare overall size of 1 object with that of another where the difference is not great

- Chooses the correct size object to put in a puzzle.
- Chooses the correct size object to put in a posting box.

To manipulate 3D shapes

- Deliberately turns shapes to fit them into a hole in the shape sorter.
- Uses biscuit cutters, turning them to fit the pastry or dough.

To show understanding of words, signs or symbols that describe positions

- Puts themselves or an object, as directed.
- In.
- Under.
- On.
- Next to.
- Up/ down.

To show awareness of vocabulary such as 'more' and 'less' in practical situations

- Identifies correctly that one pupil has more grapes to eat.
- Identifies correctly that one pot has more pens in it.
- Identifies correctly that one tray has less sand.



Mathematics – Using and Applying

S3

To complete a classification activity according to object type on request

- Independently sorts a range of objects (2D, 3D) into 2 sets.

To complete a classification activity according to colour, size or shape on request

- Independently sorts items into 2 sets according to colour, shape or size, e.g. red/blue, round/square, big/small, (where size difference is significant).

To independently identify when an object is significantly different and does not belong to a given familiar category

- e.g. when given six objects – 5 red balls, 1 blue car – independently finds the odd one out.

To independently identify when an object is different and does not belong to a given familiar category when the difference is small

- e.g. when given six objects – 5 cars and 1 truck, 5 orange balls and 1 red ball - independently finds the odd one out.

To independently identify when an object is different and does not belong to a given familiar category when the difference is by function

- e.g. when given 1 cup among 4 plates, 1 fork among 4 spoons - independently finds the odd one out.

Mathematics – Number

S3

To join in rote counting to 10

- Joins in counting rhymes (using speech or sign).
- Counts items in practical situations (using speech or sign).

To count at least 5 objects reliably

- Counts out people, toys, snack items, items in a book.

To recognise numerals 0 – 5 and understand that each represents a constant number or amount

- Indicates correct numeral to match number name.
- Counts items and puts correct number to match a set of objects.
- Counts items and puts the set of objects to match a given numeral.

In practical situations, to respond to 'add one' and 'take one'

- Correctly adds one object in a game or practical setting, e.g. one more brick on the tower.
- Correctly takes one object in a game or practical setting e.g. take a biscuit off the plate.

To respond appropriately to key vocabulary and questions

- Gives correct number name (using speech or sign).
- Indicates correct numeral from selection or on number line in context.
- Counts items on request.
- Counts directly in response to 'How many?'
- Counts out the same number of items to correspond with first group (already counted).



Mathematics – Shape, Space & Measure

S3

To respond to 'forwards' and 'backwards'

- Responds appropriately to directions via words, signs or symbols to go forwards.
- Responds appropriately to directions via words, signs or symbols to go backwards.
- Responds appropriately to directions via words, signs or symbols to move a car backwards or forwards.

To pick out described shapes from a collection

- Selects a named shape on request.
- Circle.
- Triangle.
- Square.
- Rectangle.

To use familiar words, signs or symbols in practical situations when they compare sizes

- Uses big/small appropriately.
- Uses tall/short appropriately.
- Uses thin/fat appropriately.

To use familiar words, signs or symbols in practical situations when they compare quantities

- Uses more/less/fewer appropriately.
- Uses full/empty appropriately.
- Uses enough/not enough appropriately.
- Uses lots appropriately.

To use familiar words in practical situations when they compare positions

- Uses high/low appropriately.
- Uses up/down appropriately.
- Uses in/out appropriately.
- Uses near/far appropriately.
- Uses top/ bottom appropriately.



Mathematics – Using and Applying

S4

To recognise and describe simple repeating patterns and sequences

- Recognises and describes simple repeating patterns on textiles or necklaces – this could be colours, shapes and sizes.
- Recognises and describes a simple pattern of socks on a line.

To recognise and re-create simple repeating patterns and sequences

- Joins in a pattern of hand claps.
- Copies pattern made by alternating hand and foot in damp sand.
- Copies a simple alternating pattern of sponge prints.

To recognise mistakes in a simple repeating pattern or sequence

- Adult creates simple alternating patterns e.g. green-red-green-red then makes a significant mistake, e.g. add in a blue. Pupil corrects adult.
- Adult makes a small mistake e.g. green-red-green-red-red. Pupil corrects adult.
- Adult presents pupil with simple prepared pattern with one single mistake. Pupil identifies error.

To use their developing mathematical understanding of counting to solve problems encountered in play, games or other work

- Uses maths skills during everyday activities in and out of class including sorting, matching, counting.
- Works out how something fits, or whether they have enough pieces, when using puzzles.
- Uses maths skills already learned to solve problems in new situations.

To make simple estimates

- Estimates the number of cubes that will fit into a box.
- Estimates the number of strides across a room.
- Estimates the number of pieces of equipment needed for a group activity e.g. how many pencils.
- Makes a good estimate without counting, of the number of items needed for a task.

Mathematics – Number

S4

To join in with rote counting up to 20

- Says the number names or uses signs.

To continue to rote count on from a given small number

- Continues to say, sign or indicate the count aloud when adult begins counting the first two numbers.

To begin to count up to 20 objects

- e.g. pupil takes objects out of feely bag, places on surface and counts.

To compare two sets of objects in terms of number

- Says correctly that one set has more.
- Says correctly that one set has less.
- Says correctly that one set is bigger.
- Says correctly that one set is smaller.

To recognise numerals 0 - 9

- Identifies correct numeral from a set of mixed up numerals, e.g. on a number washing line, numbers on teddies etc.

To relate numerals to sets of objects

- Counts number of items in a set and attaches correct numeral.
- Counts number of items in set and matches to the correct numeral.



Mathematics – Shape, Space & Measure

S4

In practical situations, to 'add one' or 'take one away' to 20

- Adds one object and counts the total.
- Takes one object and counts the remainder.

To use ordinal numbers when describing the position of objects or people

- Uses vocabulary 'first', 'second', 'third', 'in front of', 'behind', 'on top', 'at the side' to describe the order of e.g. teddies in a line, pupils finishing in a race.

To use ordinal numbers when describing the position of events

- Uses vocabulary 'first', 'second', 'third', 'in front of', 'behind', 'on top', 'at the side' to describe the order of e.g. teddies in a line, pupils finishing in a race.

To estimate a small number and check by counting

- Gives a realistic guess as to how many items there are and counts to verify.

To compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate 'the long one' or 'the tall one'

- Compares two plants, placed side by side and indicating the tall one.
- Compares two zips and indicates the long one.

To show some awareness of time, through some familiarity with significant times in their day, e.g. dinner time

- Orders several events in their day on a visual daily timetable.
- Recognises key times in the day, indicates what activities comes next – e.g. 'Breakfast time', 'Lunchtime'.

To show some awareness of time through some familiarity with names of the days of the week

- Says what day it is today.
- Uses names of days of the week in conversation, 'no school on Saturday or Sunday, swimming on Wednesday'.

To respond to mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and flat shapes

- Talks about shapes during practical activities e.g. identifies that cans have rounded edges.
- Follows directions during practical activities e.g finds the larger box.

To describe shapes in simple models, pictures and patterns

- Describes shapes in patterns and models they have made.
- Talks about shapes in pictures.
- Chooses items of a particular shape during craft activities.
- Begins to use mathematical names for solid and flat shapes (2D and 3D) and terms to describe e.g. flat.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Science

Lion Learning Pathways



lionpathways.net



Science: Objectives for children working below the National Curriculum requirements for Year 1

S1

Pupils take part in activities focused on the anticipation of and enquiry into specific environments [for example, finding a hamster under straw, or a CD or video in a pile].

- They match objects and materials in terms of single features or properties [for example, temperature or colour].
- They indicate the before and after of material changes.
- They try out a range of equipment in familiar and relevant situations [for example, initiating the activation of a range of light sources].
- They respond to simple scientific questions [for example, 'Show me the flower' 'Is this wet/dry?'] 'Showing', 'demonstrating' 'trying out' 'responding' etc. may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities.
- For some pupils this may mean directing an adult undertaking the task.

S2

Pupils recognise distinctive features of objects [for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree]

- They begin to make generalisations, connections and predictions from regular experience [for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope].
- Pupils sort materials according to a single criterion when the contrast is obvious.
- They closely observe the changes that occur [for example, when materials are heated, cooled or mixed].
- Pupils identify some appliances that use electricity.
- They show that they know some sources of sound and light [for example, remembering their location].

S3

Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases [for example, which food to give which animal]

- Pupils can demonstrate simple properties of light, sound and movement [for example, bright, noisy/quiet, fast/slow].
- They make simple records of their findings [for example, by putting pictures of an activity in sequence].
- They begin to make suggestions for planning and evaluating their work [for example, responding to the question 'Was that right or wrong?']. 'Showing', 'demonstrating' 'trying out' 'responding' etc. may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities.
- For some pupils this may mean directing an adult undertaking the task.

S4

Pupils show that they have observed patterns or regular changes in features of objects, living things and events [for example, chrysalis/ butterfly, day/night]

- They make some contribution to planning and evaluation and record their findings.
- They identify a range of common materials and know about some of their properties.
- They sort materials using simple criteria and communicate their observations of materials in terms of these properties.
- Pupils make their own observations of changes of light, sound or movement that result from actions [for example, using a volume control or a dimmer switch] and can describe the changes when questioned directly.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Computing

Lion Learning Pathways



lionpathways.net



Computing: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for Computing.

S1

Pupils use computer programs, for example, to move a device to manipulate something on screen.

- They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].

S2

Pupils use Information and Communications Technology (ICT) to interact with other pupils and adults [for example, touching the screen to respond to another's action in an on-screen game].

- They use a keyboard or touch screen to select letters and/or images for their own names.
- They show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier].
- They respond to simple instructions to control a device [for example, using a photocopier to duplicate their work].
- They operate some devices independently.

S3

Pupils gather information from different sources.

- Pupils use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles].
- They begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols program to send a message home].

S4

Pupils find similar information in different formats, (photo in paper, in book, on website, from TV programme).

- Pupils use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work].
- Pupils can load a resource and make a choice from it [for example, a particular game on a CD, a section of a DVD, tracks on a music CD, a game on a games console].
- They communicate about their use of ICT.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

History

Lion Learning Pathways



lionpathways.net



History: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for History.

S1

Pupils know they took part in past events and they listen and respond to familiar stories about their own past.

- They begin to communicate about activities and events in the past [for example, saying or signing 'baby toys'] in response to personal items from their own early childhood.
- With some prompting or support, they answer simple questions about historical artefacts and buildings [for example, identifying a bowl as being made out of wood].

S2

Pupils recognise and make comments about themselves and people they know in pictures of the more distant past.

- They recognise some obvious distinctions between the past and the present in their own lives and communicate about these [for example, noting their attendance at a different school in the past].
- They begin to pick historical artefacts out from collections of items [for example, identifying old plates, items of clothing or hand tools].

S3

Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements.

- They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria [for example, old toys and new toys].

S4

Pupils indicate if personal events and objects belong in the past or present.

- They begin to use some common words, signs or symbols to indicate the passage of time [for example, now/then, today/yesterday].
- They can recount episodes from their own past and some details from other historical events with prompts [for example, past school or local events].
- They answer simple questions about historical stories and artefacts.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Geography

Lion Learning Pathways



lionpathways.net



Geography: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for Geography.

S1

Pupils consolidate a sense of place and direction [for example, they can follow set routes around familiar places].

- They show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places [for example, 'cars here' on a noisy street, 'cars gone' in the park].
- They can answer simple questions about places and people [for example, 'Who can help us?'].
- They start to sort and classify objects in terms of simple features or properties [for example, pebbles or rocks found on a local walk, according to colour or size].

S2

Pupils understand the differences between the physical/natural and human/made features of places.

- They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas.
- They show what they think about different people and environments and answer simple questions about places and people [for example, 'What can you buy in this shop?' 'What can you do in the park?'].

S3

Pupils communicate their preferences about the physical/natural and human/made features of places.

- They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols.
- They are aware of their role in caring for their own environment [for example, watering plants in the classroom or garden, picking up litter].

S4

Pupils recognise the physical/natural and human/made features of places [for example, identifying buildings and their uses].

- They use simple geographical language to communicate their ideas about various locations, functions and roles.
- They use resources given to them and their own observations to respond to simple questions about places and people.
- They recognise simple symbols or representations on maps and plans .
- They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.



LION
ACADEMY
TRUST
YOUR CHILD, OUR PRIORITY

Art & Design

Lion Learning Pathways



lionpathways.net





Art & Design: Objectives for children working below the National Curriculum requirements for Year 1

The Lion S-Scales provide a framework for learning that bridges the gap between the Government's new Engagement Model and the KS1 and KS2 curriculum for Art & Design.

S1

Pupils handle or use tools and materials purposefully.

- They show preferences for activities and begin to carry out simple processes.
- They choose tools and materials which are appropriate to the activity [for example, picking brushes or rollers for painting].
- They show they can create and apply familiar techniques to a task [for example, manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model].

S2

Pupils show an intention to create.

- They start to use tools, materials and simple actions to produce a piece of work.
- They imitate the use of tools, materials and simple actions [for example, cutting]
- They practise new skills with less support, developing their knowledge of the process of making [for example, selecting and gathering suitable resources and tools for a piece of work].

S3

Pupils communicate ideas, events or experiences through their use of colour, form, line and tone.

- Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion.
- They purposefully choose colours or techniques.
- They show confidence in using a variety of processes and make appropriate use of tools and materials.

S4

Pupils develop their ideas and use materials and processes working in two and three dimensions.

- They finish a piece of work following an established pattern of activity [for example, gathering appropriate materials, taking part in an activity and stopping work when finished].
- They know that paintings, sculptures and drawings have meaning.
- They use a growing art vocabulary and begin to express meaning in their own work.



**LION
ACADEMY
TRUST**
YOUR CHILD, OUR PRIORITY